

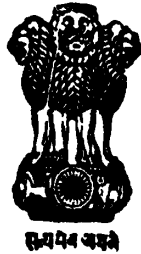
Friday, July 26, 1957

LOK SABHA DEBATES

Second Series

Volume III, 1957

(15th July to 26th July, 1957)



SECOND SESSION, 1957

(Vol. III₂ contains Nos. 1 to 10)

**LOK SABHA SECRETARIAT
NEW DELHI**

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N.B. The sign + above a name of a Member on Questions, which were orally answered, indicates that the Question was actually asked on the floor of the House by that Member.

LOK SABHA DEBATES

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LOK SABHA

Friday, 26th July, 1957

The Lok Sabha met at Eleven of the Clock

[MR. SPEAKER in the Chair]

RE: QUESTION OF PRIVILEGE

Shrimati Renu Chakravartty (Bashirat): Before the House takes up questions, I would like to raise a point of privilege. On the 23rd July there was an unstarred question No. 182. On the 20th July it was informed to us that that question was being transferred to the 31st July. But I find that in the PIB press information bulletin of July 23rd, the reply to the unstarred question No. 182, which I presume, would be given to us on the 31st July, has already appeared, on the Dandakaranya scheme. I would like to know whether this is not contempt of the House, involving a point of privilege.

Mr. Speaker: The answer has not been placed on the Table of the House?

Shrimati Renu Chakravartty: No; it was originally put down as an unstarred question on 23rd July. Then on July 20th, we were notified that it has been transferred to July 31. But obviously either the Ministry or somebody else must have passed on the information earlier, because on July 23rd, without looking into the fact that it has been transferred, they have already given the answer, which is yet unknown to us regarding the Dandakaranya scheme. It was appearing in the name of Dr. Ram Subhag Singh, myself, Shri Sadhan Gupta and many others.

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Mr. Speaker: The hon. Lady Member will kindly write out what she has said. All that I can say is, any question of privilege is raised not merely orally here; it must be sent in writing. I must check it up and find out whether there is really a question of privilege. If any action is to be taken, I will bring it before the House. Of course, I had allowed it now to be brought before the House, but a formal application may also be sent under the rules.

The House will now take up questions.

Oral Answers to Questions

"इंडियन इन्फार्मेशन" और "भारतीय समाचार"

*३६७ श्री म० सा० हिंदवी : क्या सूचन और प्रचारण मंत्री यह बताने की कृपा करेंगे कि "इंडियन इन्फार्मेशन" और "भारतीय समाचार" के प्रकाशन को पुनः प्रारम्भ करने में बिलम्ब के क्या कारण हैं?

परिवहन तथा संचार मंत्रालय में राख्य-मंत्रों (श्री राज बहादुर) : इन पत्रिकाओं के प्रकाशन के बारे में तफसील आदि तैयार किये जा रहे हैं। लेकिन, और कार्यवाही करने से पहले खर्च की बचत करने की दृष्टि से पत्र प्रकाशन के विषय में फिर संछन बन की जा रही है। आभारों नमोय बहुत जल्दी ज्ञेय जान को आशा है।

श्री म० सा० हिंदवी : क्या मंत्री जी को यह मालूम है कि इन दो पत्रों के प्रतिरिक्त कई ऐन नई नई पत्र पत्रिकाएँ भारत सरकार ने निकालनी शुरू कर दी हैं जो "इंडियन इन्फार्मेशन" और "भारतीय समाचार" से कहीं ज्यादा कम लाभकारी हैं। मैं जानना चाहता हूँ कि क्या वह सब सूचनाएँ "भारतीय समाचार" द्वारा नहीं दी जा सकती थीं?

श्री राज बहादुर : जी हाँ, कतिपय विभाग ऐसे हैं जो कि अपने पत्र निकालते हैं और इस मामले की छान बीन करने के लिये एक विभागीय समिति का निर्माण किया गया है जो इस में छान बीन कर रही है और आशा की जाती है कि शीघ्र ही, यानी एक महीने के अन्दर, उस की सिफारिशें मिल जायेंगी ।

पं. डन डा० ना० तिवारी : एक प्रश्न के उत्तर में दो तीन दिन पहले यह जवाब दिया गया था कि जो पत्र पत्रिकाएँ प्रकाशित होती हैं, उन क हज़ारों कापिया मुफ्त बाँटी जाती हैं, खासकर "भाज कल" या इसी तरह की और पत्रिकाओं की । क्या मैं जान सकता हूँ कि जब इन पत्रिकाओं की कापिया मुफ्त ही बाँटी जाती है तो वह पार्लियामेंट के मेम्बर को क्यों नहीं दी जाती ?

श्री राज बहादुर : मैं समझता हूँ कि काम्प्लिमेंटरी कापीज विशेष विभागों और विशेष व्यक्तियों को जरूर भेजी जाती हैं जिन में मंसूद सदस्य भी हैं । पर इस विषय में मेरे माननीय साथी मंत्री सूचना तथा प्रसार विभाग ने प्रश्नों का जवाब दिया होगा ।

डा० राज सुभग सिंह : जैसा मंत्री महोदय ने कहा कि प्रत्येक विभाग द्वारा दर्जनों पत्र छाटें पेपर पर निकाले जाते हैं । क्या मैं पूछ सकता हूँ कि उन पत्रों को कोई पढ़ता भी है, अथवा क्या विभाग वाले भी पढ़ते हैं कि उन पत्रों में क्या लिखा हुआ है ?

श्री राज बहादुर : वह पत्र पढ़ने के लिये ही प्रकाशित किये जाते हैं । वह पढ़े जाते हैं या नहीं, यह पढ़ने वालों से पूछा जाना चाहिये ।

Shri Ranga: In view of the fact that every Ministry has been publishing more than one journal or bulletin

giving information in regard to their activities and also in view of the fact that Government themselves have been circulating a lot of information everyday to the Press, have they considered at any high level whether it serves any useful purpose at all to take up the publication of this very costly book?

Shri Raj Bahadur: This question was considered by the Estimates Committee and the Committee has made a specific recommendation which is contained in its 66th report. In pursuance of the examination and implementation of that recommendation, as I said just now, a high level departmental committee has been set up specifically to go into the question of multiplicity of the various types of journals and how far the information given in those journals, or their purpose and viewpoint scope etc can be covered by the proposed information bulletins

Shri T. N. Singh: Is it a fact that the number of unpaid freely distributed copies is much more in all these cases as against the number actually sold and paid for?

Shri Raj Bahadur: Where we have to arrange for publicity we have to distribute a few complimentary copies. I may just say that there are some classes of people and institutions which are provided with free copies, like Members of Parliament, newspaper editors, correspondents, educational institutions, libraries, information centres, public institutions, universities and colleges. I think it is imperative in the public interest that these individuals and institutions are kept informed in an authentic manner about the activities of the Government from time to time.

Shri Bimal Ghose: May I know the total number of copies not paid for and the number of copies paid for?

Mr. Speaker: He has given the category.

Shri A. C. Guha: May I know the total loss incurred in each of these cases?

Shri Raj Bahadur: The underlying principle for, free distribution as I have said, is to achieve publicity. For public sale, a very concessional rate is also prescribed. So far as this particular publication, the Indian Information is concerned, Rs 1,10,000 is the estimated cost for editing and Rs 2 lakhs for each issue having 48 pages, for blocks, printing, paper, etc.

Mr. Speaker: How many of these copies are free and how many are paid for?

Shri Raj Bahadur: For that I require notice, because information has to be collected.

Shri A. C. Guha: Publicity may be the purpose, but still may we not know the financial commitment and the loss incurred in each of these cases?

Shri Raj Bahadur: I have given the financial commitment. It is estimated that it will cost Rs 1,10,000 per annum for editing and Rs 2 lakhs for printing etc.

Shri M. L. Dwivedi: Will the Minister give the names of the personnel of the committee?

Shri Raj Bahadur: The committee consists of the Principal Information Officer, Director of Advertising and Audio-visual Publicity, Director, Publications Division and Chief Editor, Yojana.

इतः राज सुभग सिंह उन व्यक्तियों के नाम तो बनाइये ।

श्री. राज बहादुर उन के नाम देने से मुझे कोई सकोच नहीं है, पर इस की जानकारी करनी होगी ।

Mr. Speaker: I may submit for the consideration of the Ministers as a whole that unless they have got urgent work which they cannot avoid, they will kindly be here to answer questions relating to their subjects. I got a letter from Dr. Keekar this morning and I found that he has instructed Mr. Raj Bahadur to answer the ques-

tions. Mr. Raj Bahadur has answered very well. But all the same, what is the urgency? I would request hon. Ministers who have got their deputies to be present here either by themselves or through their deputies, unless they have unavoidable work. Work of Parliament must be given precedence over any other work in the country. I can understand if it is a question of floods, devastation or any other difficulty, information can be put off. But hon. Ministers know definitely when their subjects are taken up. Therefore, the hon. Minister could have put off to tomorrow. I would request all hon. Ministers to see to it that they are present here either by themselves or through their deputies to answer questions whenever matters relating to their subject come up before the House. I would not ordinarily consider any matter important in preference to the work that comes up before Parliament during the parliamentary session.

Shri Tyagi: I pray it may go down as your ruling.

Shri Mohiuddin: May I request that this ruling may specially be communicated to the Prime Minister?

Mr. Speaker: The hon. Minister of Parliamentary Affairs, I think, is here.

Shri Raj Bahadur: I have tried my level best to answer all the questions. If there is any particular information still lacking, if hon. Members put questions, I will give the information or I will pass it on to my colleague to give the information to Parliament.

Shri Ranga: What the hon. Minister says is pillar to post business that he will pass it on to somebody. That is not what we want. We have all appreciation for Shri Raj Bahadur. Our quarrel is not with Shri Raj Bahadur. Our quarrel is with the growing practice of, so many of our Ministers taking it easily and simply treating it as a matter of secondary importance and passing it on to their colleagues in this way.

Television

+
 { Shri D. C. Sharma:
 *362. { Shri Bhakt Darshan:
 { Shri Bahadur Singh:
 { Dr. Ram Subhag Singh:

Will the Minister of Information and Broadcasting be pleased to refer to the reply given to Starred Question No. 16 on the 14th May, 1957 and state the present position regarding the setting up of Television Station at Bombay and the experimental Television Unit at Delhi?

The Minister of State in the Ministry of Transport and Communications (Shri Raj Bahadur): Due to financial stringency and shortage of foreign exchange the proposal for the setting up of Television Station at Bombay has been postponed. The question of the Experimental Unit at Delhi is still under consideration.

Dr. Ram Subhag Singh: When was it realised by the Government.

Mr. Speaker: I am calling Shri D. C. Sharma

Dr. Ram Subhag Singh: My name is also there.

Mr. Speaker: The hon. Member's name is in the end.

Shri D. C. Sharma: May I know how much of foreign exchange is involved in this transaction and whether that cannot be provided?

Shri Raj Bahadur: The provision in the Second Plan is Rs 40 Lakhs. So far as Bombay is concerned, it is Rs 35 lakhs and a major portion of it will be required in foreign exchange.

श्री भक्त : बर्हों । क्या मैं जान सकता हूँ कि जब बम्बई में टेलिविजन स्टेशन स्थापित करने का विचार स्वीकृत कर दिया गया है, तो दिल्ली में उसे चालू करने का विचार क्यों किया जा रहा है ?

श्री राज बहादुर : दिल्ली में टेलिविजन यूनिट एक्सपेरिमेंटल बेसिस पर लगाना जा रहा है और उस का सामान हमें मिल चुका है ।

डा० राम सुभग सिंह : मंत्री महोदय ने बताया है कि कारेन एक्सचेंज की कमी के कारण यह योजना स्थगित की जा रही है । मैं जानना चाहता हूँ कि कारेन एक्सचेंज की कमी गवर्नमेंट को कब से महसूस होने लगी है । जब यह योजना बनाई गई थी, उस समय यह बात उसे क्यों नहीं मालूम हुई ?

श्री राज बहादुर : यह प्रश्न जिन मंत्री महोदय ने पूछा जाना चाहिये था ।

Shrimati Renu Chakravartty: May I know if the machinery, etc., which is necessary for putting up an experimental station at Delhi has arrived here or is it that orders are now going to be placed?

Shri Raj Bahadur: Fifty per cent. of it has already arrived.

Shri Dasappa: May I know whether, the other day in answer to a similar question, the hon Prime Minister did not vouchsafe that they were not eager to proceed with television in India?

Mr. Speaker: What is the question?

Shri Dasappa: I want to know whether on a previous occasion the hon. Prime Minister did not vouchsafe to us that they were not eager to proceed with television in India?

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): I said so. But that does not mean that we should not experiment with it. There is a definite difference between starting a big television system here and being ready with some trained men experimenting with it without too much cost. There is a definite difference between the two. When we wish to start it, we should have some trained personnel.

श्री ज० ल० द्विवेदी : पिछले दिनों सूचना मंत्री महोदय ने बताया था कि टेक्निशियन के जो सेट हम को मिलिये या दूसरी जगहों से मिले हैं, उन को इसलिये प्रयुक्त नहीं किया जा सकता, क्योंकि बाद में हम को उसी तरह के सेट लगाने पड़ेंगे। मैं यह जानना चाहता हूँ कि क्या यह सेट बाहर से मंगाने पड़े हैं या उन्हीं सेट्स को प्रयुक्त किया जायगा ?

श्री राज बहादुर : एक्सपेरिमेंटल यूनिट के लिये जो सेट हम को मिला है, हम बहुधा उसी को इस्तेमाल करेंगे।

American Investment in India

*576. { Shri Shree Narayan Das:
Shri Anrudh Sinha:

Will the Minister of Commerce and Industry be pleased to state:

(a) the names of industries to which after study here, Mr Harry J Robinson, Ford Foundation Scholar, has drawn the attention of American Industrialists for investment in India; and

(b) whether Government have so far received any report from Mr. Robinson regarding the attitude of the American business towards investment in India?

The Minister of Industry (Shri Manubhai Shah): (a) Mr. Harry J. Robinson has drawn the attention of American industrialists to several investment opportunities in India. The industries covered include steel structurals, machine tools, engineering, electrical goods, pharmaceuticals, chemicals, paper, sugar and paints and varnishes.

(b) No, Sir

Shri Shree Narayan Das: May I know whether the Ford Foundation Scholar, after studying in India, pointed out certain things which prevent foreigners coming to invest in India?

Shri Manubhai Shah: No. Sir. On the country, Mr. Robinson has published a pamphlet under the Ford Foundation which gives the redeeming and bright features of the industrial policy of this country.

Shri Shree Narayan Das: May I know whether any fresh steps have been taken to create a more favourable atmosphere to attract foreign investment in India?

Shri Manubhai Shah: All our steps are directed towards that end. The recent scheme of deferred payment and equity participation is a very positive step in that direction.

Shrimati Tarkeshwari Sinha: The hon. Minister just now said that machine tool development is one of the recommendations made by Mr. Robinson. After that, an American Mission with the joint collaboration of India and America have visited this country. May I know how much of capital participation has been promised to the Government of India and in what sphere that capital participation will be?

Shri Manubhai Shah: That Mission came entirely apart from Mr. Robinson's efforts. That was the result of joint efforts of our country and the USA. That Mission is still touring the country. We are quite hopeful that quite a major collaboration will come forward as a result of the investigations.

Shrimati Renu Chakravarty: On the question of steel structurals and machine tools, which are not industries of a basic character, may I know whether these are fields of industry in which private foreign capital is going to be now invested?

Shri Manubhai Shah: If I may draw the attention of the hon. Lady Member, Schedule I does not contain these industries. Steel structurals are not as basic as manufacture of steel and various other types of heavy industries. Machine tools are of different categories. Some of the heavy machine tools we manufacture ourselves in Bangalore. Another firm is

proposed to be established with German, collaboration for heavy machine tools. There are various machine tool categories working in the private sector also.

Shri C. D. Pande: Has it come to the notice of the Government that after the report of Mr Robinson, there have been certain legislations proposed which are likely to have an unfavourable impression there?

Shri Manubhai Shah: That is not a fact. As a matter of fact, foreign capital and foreign industrialists are coming into this country with different proposals. If that is an indication, I do not think the impression of the hon. Member can be sustained.

Shri R. Ramanathan Chettiar: What is the total American investment in India today?

Shri Manubhai Shah: This question has often come to the House and as I said last time, we have not got a recent survey made, of what is actually the break-up countrywise. On the whole, there is very little dis-investment, but increasing rate of investment of foreign capital.

Shri Joachim Alva: In regard to paints and varnishes to which Mr Robinson referred, has the Government assessed the strength and potentiality of the Indian paint manufacturers who run Indian paint factories on Indian capital and management?

Shri Manubhai Shah: Oh yes. Licences were given after considering the existing capacity and the need for new capacity.

Shri Gajendra Prasad Sinha: May I know whether American investment in 1956 has decreased or increased?

Shri Manubhai Shah: It is on the increase.

Labourers in Andamans and Nicobar Islands

*371. **Dr. Ram Subhag Singh:** Will the Minister of Labour and Employment be pleased to state:

(a) whether the Labourers of Andamans and Nicobar Islands are covered by Labour Legislations; and

(b) if so, whether any steps have been taken to improve their conditions?

The Deputy Minister of Labour (Shri Abid Ali): (a) Yes

(b) A report regarding the working of the Labour Laws has been called for from the Chief Commissioner and the information will be laid on the table of the Sabha.

Dr. Ram Subhag Singh: May I know whether the labour situation in Andamans and Nicobar is satisfactory at present?

Shri Abid Ali: Quite peaceful.

Shri Dasappa: May I know whether the Government of India did not increase the wages of permanent mazdoors there on 23-2-57? Why is it that they have not implemented their own orders yet?

Shri Abid Ali: That is what I have said in reply to part (b) of the question.

Shrimati Renu Chakravartty: Is it a fact that only very recently a canteen of the workers in ships was invaded by the police and their goods were thrown out from the canteen without giving any notice to these people and now the whole place has been taken over by the police, and in spite of various appeals to the Commissioner and other authorities there nothing has been done, and that there are no labour tribunals to which they can represent?

Shri Abid Ali: The report was that mischief-mongers created trouble and subsequently everything was made peaceful.

Import of Buses

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*372. { Shri Punnoose:
Shri Vasudevan Nair:

Will the Minister of Commerce and Industry be pleased to state:

(a) whether the State Transport undertakings, viz., B.E.S.T. of Bombay and State Transports of West Bengal have placed orders for buses in the United Kingdom;

(b) if so, the number of buses ordered for each; and

(c) the amount of foreign exchange involved in these transactions?

The Minister of Industry (Shri Manubhai Shah): (a) Yes, Sir.

(b) and (c) Imports during 1956-57 were made against licences as follows:—

NAME	No. of Vehicles	C.I.F. Value 'Approximate' Rs (Lakh)
—	—	—
B.E.S.T. Bombay	125	45
State Transport Undertaking, West Bengal.	110	33
—	—	—

Shri Sadhan Gupta: May I know why the West Bengal Transport and the BEST have been allowed to import buses when Mercedes-Benz trucks are being manufactured in our country and are, in fact, very good trucks for the purpose of transport?

Shri Manubhai Shah: The main question relates to buses and not trucks and that is why....

Shri Sadhan Gupta: The trucks are being used as buses on many routes, after conversion into buses.

Shri Manubhai Shah: Bus bodies and chassis which the question mentions are not being manufactured and that is why they are being imported for the present.

Shri Punnoose: Is it a fact that contracts estimated at more than

£.500,000 have been entered into with U. K. firms by Indian companies? How can it be justified in the context of our foreign exchange difficulty?

Shri Manubhai Shah: Foreign exchange is being very carefully doled out to very essential requirements. Passenger bus travel is also considered an important part of the community's needs and as such the minimum requirements of every State have been gone into. We are hoping that in the next few years when the Ashok-Leyland in Madras is expected to make double-deckers and single big vehicles of 5 tons and more, practically no imports will be necessary.

Shri Heda: May I know whether only the chassis are imported or also bus bodies, because bus bodies are manufactured at more than one place in India?

Shri Manubhai Shah: Mostly chassis, but some bus bodies also for very heavy types.

Shri Gajendra Prasad Sinha: What is the present position of production of trucks in India, and what is the present demand?

Shri Manubhai Shah: The present production is about 14,000 trucks a year and the demand could be rated at about 22,000.

Shri V. P. Nayar: May I know whether Government are aware that bus bodies have been built for a number of years on chassis made in India at Government undertakings and that they have proved very useful? Why then do we go in for import if they could be made in India?

Shri Manubhai Shah: It is true that the bus bodies and chassis are being made in India, and that is why from an automobile production of practically nil when India became independent, now we are manufacturing over 34,000 vehicles every year. But there are a few types of buses of a very heavy nature in which production has still not commenced, and I do hope in the next few years we shall make that up.

National Industrial Development Corporation

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*373. { Shri Vasudevan Nair:
Shri Punnoose:
Shri M. L. Dwivedi:
Shrimati Tarkeshwari Sinha:

Will the Minister of Commerce and Industry be pleased to state whether negotiations between the National Industrial Development Corporation and several foreign firms for their assistance in execution of

(a) major industrial projects have reached an advanced stage;

(b) if so, the names and number of such firms; and

(c) the names of industrial plants proposed to be covered by the scheme?

The Minister of Industry (Shri Manubhai Shah): (a) to (c). Preliminary technical investigations have been completed by the National Industrial Development Corporation in the case of a number of industrial projects listed in the statement placed on the Table of the House and some concrete offers have been received. [See Appendix II, annexure No. 1] However, as the House is aware, the individual implementation of these schemes is connected with the availability of foreign exchange for which purpose negotiations are in progress. Therefore, it is not possible at this stage to give a very detailed answer.

Shri Vasudevan Nair: I would like to know the location of those schemes which have already been accepted or decided upon.

Shri Manubhai Shah: I have given in the answer tentatively dye-stuffs, basic primary intermediates for drugs and dye-stuffs, newsprint, raw film, synthetic rubber and aluminium, and I may add tungsten carbide.

Shri Vasudevan Nair: I wanted to know the location of these.

Shri Manubhai Shah: For instance, newsprint is going to be in Shakarnagar, Hyderabad tentatively. For raw films, nine places have been surveyed and I cannot say finally where the location will be. Synthetic rubber is designed to be put up in Bareilly, U.P. For aluminium we have two schemes, one for Mettur and one for Rihand.

Shrimati Tarkeshwari Sinha: The hon. Minister just now said some of the project reports have been received from the various countries about these heavy industries plants to be set up in the country. May I know the countries which have submitted the project reports and the amount of capital participation that they are going to undertake in India?

Shri Manubhai Shah: As far as capital participation is concerned, until the project is finalised, it will be too early to judge the quantum, but it is certain that we are taking up no scheme in which deferred payment, more or less on a pay-as-you-earn basis is not offered to us.

Shrimati Tarkeshwari Sinha: There are some dollar countries with which negotiations are going on. May I know whether their project reports have been received by the NIDC and already considered, or whether some of the East European countries have also submitted project reports, and preference will be given to East European countries over dollar countries?

Shri Manubhai Shah: We have no preferences. It is all judged on the merits of the case. As the hon. lady Member knows, the raw film project is being sponsored by an East German firm. Similarly, there are projects with an American tie-up, and there are projects with German, French, Swedish and British tie-ups also.

श्री म० सा० द्विवेदी : एक विवरण समा पटल पर रखा गया है जिसमें कुछ उद्योगों का जिक्र किया गया है। मैं मंत्री महोदय से यह जानना चाहता हूं कि इन उद्योगों के

प्लांट्स जब लग जायेंगे तो उनकी उत्पादन क्षमता क्या होगी, विशेष न्यूज़प्रिंट और रा फिल्मस की ?

श्री मनुभाई शाह : जहां तक न्यूज़-प्रिंट का ताल्लुक है कोई ३०,००० टन साल या तकरीबन सौ टन रोज का, जिसका उत्पादन मूल्य कोई तीन करोड़ रुपया होगा, उत्पादन होगा । जहां तक रा फिल्मस का ताल्लुक है कोई ४०० से ५०० मिलियन फीट, जिसकी उत्पादन कीमत कोई चार से पांच करोड़ रुपया होगी ।

Shri Punnoose: The hon. Minister mentioned the areas where these industries are going to be established. May I know the main considerations on which the decision has been taken, and whether the industrial backwardness of areas has also been taken into consideration?

Shri Manubhai Shah: In location we go on mostly economic factors, but as I have assured the House several times, regional development also is an integral part of the Government of India's policy.

Shri Tangamani: The hon. Minister stated that an aluminium industrial plant is going to be located in Mettur. May I know at what stage of construction it is now?

Shri Manubhai Shah: The steps taken are that more or less all the French and the American experts have visited the site and we have sent out several samples of bauxite from the Sheveroy hills for further analysis, and we hope some decision will be taken at an early date on them.

श्री म० ला० द्विवेदी : इन उद्योगों के स्थापित हो जाने के पश्चात् और जब ये पूरी तरह से काम करने लग जायेंगे उस वक्त क्या हमारी जो इन चीजों की आवश्यकतायें हैं वे पूरी होने लग जायेंगी, यदि नहीं तो कितने प्रतिशत तक की कमी रह जायेगी,

और उस कमी को पूरा करने के बारे में सरकार क्या सोच रही है ?

श्री मनुभाई शाह : सवाल यह है कि क्या हम चाहते हैं या नहीं कि हमारा देश सैल्फ सफिशेंट हो । हम चाहते हैं कि जितनी जल्दी हम सैल्फ सफिशेंट हो जायें उतना ही अच्छा होगा । लेकिन एक डेलेपिंग इकोनोमी में वह दिन कभी भी अच्छा नहीं गिना जाता जब हम बिल्कुल ही हर मामले में सैल्फ सफिशेंट हो जायें । इसका कारण यह है कि जैसे जैसे प्रोडक्शन बढ़ता जाता है, डिमांड भी बढ़ती जाती है । कोशिश हमारी हर वक्त यही रहेगी कि जितना कम आयात हो उतना ही अच्छा है ।

Brass, Bell-metal and Conch-shell Industries

***375. Shri S. C. Samanta:** Will the Minister of Commerce and Industry be pleased to state:

(a) how much grant and loan has been sanctioned to the State of West Bengal during 1956-57 to help the brass and bell metal and conch-shell industries; and

(b) how much of the sanctioned amount is meant for the supply of raw materials?

The Minister of Industry (Shri Manubhai Shah): (a) A Grant of Rs. 19,080/- was sanctioned to the Government of West Bengal during 1956-57 for the development of Brass and Bell-Metal Industry and for the establishment of Research Laboratory in West Bengal.

(b) No amount during 1956-57, but the State Government were permitted to utilize for this purpose the loans of Rs. 25,000/- and Rs. 30,000/- sanctioned in 1954-55 and 1955-56 respectively.

Shri S. C. Samanta: May I know whether the conch-shell industry was not at all helped in West Bengal, and if so, whether it will be helped?

Shri Manubhai Shah: It was helped. As a matter of fact, details of the small industries helped is naturally left to the State Government and we do not prescribe which should be helped and which should not be helped.

Shri S. C. Samanta: May I know whether any subsidy has been granted to any of these industries to save them from the competition of similar industries?

Shri Manubhai Shah: Yes, Sir, but subsidy is not given directly in the price of sale, but indirectly by giving them better tools at concessional rates, in some cases completely free of charge, and in some cases by loans for working capital at very low rate of interest.

Shri S. C. Samanta: May I know whether complaints have been received by the Ministry to the effect that the conch-shells that are imported from Madras into West Bengal are not distributed according to the rules?

Shri Manubhai Shah: No rules are laid down, but the Governments of Bihar and West Bengal—the two States where this industry is rather concentrated—are trying to set up a common organisation for the distribution of the raw materials as well as for the taking off and the marketing of the finished products.

Pandit D. N. Tiwary: Are Government aware that there is a very important conch-shell button industry in Bihar, but the factories are not getting sufficient raw materials to work for the whole year, and if so, may I know what arrangement has been made to keep them engaged for the whole year?

Shri Manubhai Shah: Such a complaint was received some time before, and we made enquiries from the Bihar Government. They assured us that they were taking all steps to see that the raw materials were provided, and if necessary, some financial assistance also.

Nuclear Power Plant

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*376. { **Shri Bharucha:**
Shri D. C. Sharma:
Shri Supakar:
Shri Ram Krishan:

Will the Prime Minister be pleased to state:

(a) whether it is proposed to instal a nuclear power plant for the generation of electricity;

(b) if so, what progress has been made in that direction; and

(c) whether any blue print has been prepared or any site selected for it?

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): (a) to (c) The question of setting up one or more large atomic power stations to generate electricity is under the active consideration of Government and it is hoped to take a decision before the end of the year.

Shri Naushir Bharucha: May I know whether a breeder reactor will not be absolutely necessary for power generation, and if so, whether any steps have already been taken to negotiate for such a breeder reactor?

Shri Jawaharlal Nehru: Negotiations for what?

Mr. Speaker: For the purchase of a reactor.

Shri Naushir Bharucha: For a breeder reactor.

Shri Jawaharlal Nehru: I do not quite understand....

Shri Naushir Bharucha: Unless it be that Government want to depend upon imported fuel for the purpose of power generation, are we not going to be self-sufficient in the matter of nuclear fuel?

Shri Jawaharlal Nehru: We are not self-sufficient; we may become later on self-sufficient. We are not at present self-sufficient. We have got one experimental reactor working, of the

swimming pool type, and the major one, much bigger one under construction, and the third one also is being taken in hand. As a result of this, we hope to be able, maybe next year, to start work on a power station. This matter is being considered. As to what we shall have to get from abroad for it, I do not know. But mostly, the fuel elements, later, will be supplied by ourselves.

Shri Naushir Bharucha: What I was asking was this. Unless we have a breeder reactor for generation of nuclear fuel, we may not be able to have generation of electrical energy. So, I wanted to know whether steps have been taken to negotiate for having such a breeder reactor, because none of these three reactors we have got is a breeder reactor.

Shri Jawaharlal Nehru: What reactors?

Shri Naushir Bharucha: Breeder reactors, which breed fuel.

Shri Jawaharlal Nehru: I am not sure that the hon. Member is quite correct. He may be correct about the present swimming pool reactor. But I do not know,—I cannot contradict him—I rather doubt whether he is correct about the others that he has mentioned.

Shri Supakar: May I know whether the cheapness of nuclear power as compared with hydro-electric or thermal electric power has been examined, before we go in for the setting up of nuclear power plants?

Shri Jawaharlal Nehru: It is obvious that that is the main problem which is always being examined. The present position is that electricity can be produced from atomic energy at competitive rates, in places rather far from the coal-fields. That is, if we had it at or near the coal-fields, it will be more expensive, but away from the coal-fields, we have to add the cost of coal etc. going up, and then it is competitive.

But the whole processes are becoming relatively cheaper. It is quite clear that the production of power from atomic energy is definitely economical, it is likely to be definitely economical. That is why in some countries, more especially the United Kingdom, they have based their calculations on a very big scale.

There is another thing, namely that normally, stations will be economical, if they provide a large quantity of electricity. That is to say, the smaller ones are not economical. Roughly, in the United Kingdom, therefore, the stations that they are putting up are for 300,000 kw and even 500,000 kw. Therefore, atomic power stations would be economical, if the load is big and steady.

Shri D. C. Sharma: May I know whether this will be an entirely Indian enterprise, or the assistance of some foreign country also will be sought for the installation of the power plant?

Shri Jawaharlal Nehru: The swimming pool reactor that was built some time ago was built entirely by our own scientists and with our own material. We obtained some raw materials from abroad.

The big Canadian reactor is being made, as the very name implies, in co-operation with Canada. But large numbers of our scientists are under training in various parts of the world. So, this will be built by our scientists who have been trained. I cannot say if we may not engage occasionally some foreign experts. But I think we are likely to have quite enough of Indian scientists to do our work.

Shri Hem Barua: In view of the reference to the nuclear power station that has been made by the Prime Minister just now, may I know whether despite the state of our foreign exchange, Government have approached the UK Government for a long-term loan of £20 million?

Shri Jawaharlal Nehru: For what?

Mr. Speaker: For this purpose?

Shri Hem Barua: Yes.

Shri Jawaharlal Nehru: I am not aware of it.

Dock Workers (Regulation of Employment) Scheme

*378. Shri Narayanankutty Menon: Will the Minister of Labour and Employment be pleased to state:

(a) whether Government has taken steps to introduce the Dock Workers (Regulation of Employment) Scheme for the Stevedore Labour in the Cochin Port; and

(b) if so, when Government propose to introduce the scheme?

The Deputy Minister of Labour (Shri Abid Ali): (a) and (b). Preparation of a draft Scheme for the Stevedore labour in the Port of Cochin is in hand. Its introduction is likely to take some time.

Shri Narayanankutty Menon: Since there has been an award by an industrial tribunal three years back for the introduction of the dock labour employment and regulation scheme at Port Cochin, may I know how long Government will take now for the introduction of the scheme?

Shri Abid Ali: It should be next year.

Shri Narayanankutty Menon: What is the proposed machinery through which the dock workers' employment and regulation scheme is going to be implemented at Port Cochin?

Shri Abid Ali: The Dock Labour Board.

Cement Supplies to Pakistan

*378. { Shri Heda:
Shri R. J. Rao:

Will the Minister of Commerce and Industry be pleased to state:

(a) the quantity of cement India has supplied to East Pakistan by the end of June, 1957; and

(b) the quantity of cement India received from West Pakistan during the same period in lieu thereof?

The Minister of Commerce (Shri Kanungo): (a) 21,386 tons.

(b) 11,648 tons.

Shri Heda: Has it been brought to the notice of Government that there was an adverse comment in the Pakistan press, and there were certain statements by very responsible Ministers there that India is not supplying cement as promised?

Shri Kanungo: Yes. That was wholly untrue, and our High Commissioner and Deputy High Commissioner have taken steps to refute that.

Shri Heda: In spite of the fact that Pakistan is not supplying cement to India as per schedule, what are the reasons why we are increasing our supplies towards East Pakistan?

Shri Kanungo: That is a contract for a period. There might be some reasons for their being behind time. Anyway, we hope that within the period, the contract will be fulfilled.

Shri R. Ramanathan Chettiar: May I know the price at which this cement is sold to Pakistan?

Shri Kanungo: We buy at Rs 102.5 per ton, and sell at the same price.

Shri Ranga: What is the contract period, and for how long, during this particular period, has Pakistan failed to keep up her part of the bargain?

Shri Kanungo: The contract will run out within this year.

Shri Ranga: What about the answer to the second part of my question? For how long during this particular period, has Pakistan failed to keep up her part of the bargain?

Shri Kanungo: It is confined to a quantity of 30,000 tons.

Pakistani Nationals in India

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*379. { Pandit D. N. Tiwary:
Shri Vajpayee:

Will the Prime Minister be pleased to state the reasons for extending the time-limit for Pakistan Nationals working in India to acquire "F" Visas to enable them to stay in the country?

The Parliamentary Secretary to the Minister of External Affairs (Shri Sadath Ali Khan): The time limit has been extended on humanitarian grounds to give a further opportunity to those who had not been able to acquire the visas by the earlier date

Pandit D. N. Tiwary: May I know whether this is the first extension, or several extensions have been given before?

Shri Sadath Ali Khan: Four extensions have so far been given I may add that the first extension was given from 31st December, 1953 to 30th April, 1954, the second upto 31st May, 1954 then upto 30th June 1957 and now upto 30th September 1957

Pandit D. N. Tiwary: When every act of concession on our part is considered a sign of weakness by Pakistan authorities and when the Pakistan authorities are taking every possible step to turn out not only persons of Indian origin from Pakistan but also residents belonging to a particular religion, why are the Government so anxious to grant further concessions to Pakistan nationals working in India?

Shri Sadath Ali Khan: I submit that our display of humanism and courtesy is not a sign of weakness; on the other hand it is a sign of our inner strength and our confidence in our policy.

Shri A. C. Guha: May I know the total number of Pakistan nationals who have already registered and the total number yet to be registered?

Shri Sadath Ali Khan: I require notice.

Shri A. C. Guha: Let me have at least the approximate number of Pakistan nationals working in India?

Shri Sadath Ali: I will give the perfect number if he tables a question.

Shri Vajpayee: Are Government aware that a large number of Pakistani nationals continue to stay in India even after the expiry of their time-limit? If so, what steps do Government propose to take to regulate their stay in India?

Shri Sadath Ali Khan: In such cases I believe the normal procedure is to ask them to leave if they are staying without any permit

Mr. Speaker. If they do not leave, what will Government do? That was the question. Questions are asked to elicit not what a man ordinarily knows but to get additional information from Government. That was what was intended by the question. Everybody knows that they will be asked to quit

Shri Sadath Ali Khan: The law takes its course

Shri Kasiwal: May I know whether Government are in a position to state how many prosecutions of Pakistan nationals who had overstayed in this country, took place?

Shri Sadath Ali Khan: I require notice

Bicycle Industry

*380. Shri Bahadur Singh: Will the Minister of Commerce and Industry be pleased to state.

(a) whether any representation regarding the insufficient availability of raw materials for the manufacture of cycle spare parts has been made to Government by the Cycle Spare Parts Manufacturers Association of Ludhiana (Punjab); and

(b) if so, the steps taken in the matter?

The Minister of Industry (Shri Manubhai Shah): (a) No, Sir.

(b) Does not arise.

Shri Bahadur Singh: Are Government aware that cycle spare parts manufacturers are facing great difficulty because of lack of raw materials and consequently they cannot produce spare parts? What steps Government are taking to help them?

Shri Manubhai Shah: If the hon. Member means by 'raw materials' steel, there is not much difficulty at all. But if he means by it component, parts required for manufacture and assembly of cycles, there is some difficulty as far as the small scale sector is concerned. That is why the National Small Scale Industries Corporation is being given a block licence to import all these parts in order to distribute to the small manufacturers.

Shri A. C. Guha: Have Government taken any steps to see that the big cycle manufacturers do not themselves go in for the manufacture of parts but utilise the services of small spare parts manufacturers?

Shri Manubhai Shah: That is very much so not only for cycles but as a general policy. We encourage the growth of ancillary and feeder industries in the small scale sector and emphasise to the big manufacturers that they must confine their production to mostly big parts and assembly and purchase parts and components from small industries.

Shri A. C. Guha: But is it not true that most of these big manufacturers are manufacturing the parts themselves and not purchasing parts from the small manufacturers?

Shri Manubhai Shah: It is partly true and not wholly so because there are almost 45 small scale cycle parts manufacturers and over 100 are coming up anew. As against this, the established big cycle manufacturers are about 21. I think in the next few years perhaps the number of small entrepreneurs will run into hundreds.

Rehabilitation of Displaced Persons in Tripura

***381. Shri Dasaratha Deb:** Will the Minister of Rehabilitation and Minority Affairs be pleased to state:

(a) the progress made in reclaiming land in Raima Serma Valley in the Division of Amarpur, Tripura for the rehabilitation of the displaced persons and the Tribal zamias so far, and

(b) the time by which Government propose to complete this work of reclamation?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): (a) Reclamation of Raima Serma Valley can only be taken in hand after an approach Road of about 56 miles (including several bridges) leading to the valley is completed. This road is being constructed with the help of the displaced persons.

(b) It is difficult to give an estimate at this stage.

Shri Dasaratha Deb: May I know whether the Central Tractor Organisation has already begun to reclaim that land or is it being reclaimed by the local people?

Shri Mehr Chand Khanna: We utilised the services of the CTO to have a survey made. When we found that there was no road and the bridges could not carry the heavy tractors, we have fallen upon the local manual labour including displaced persons.

Shri Dasaratha Deb: Formerly, it was announced in the House that if the land was reclaimed, it would be distributed on a 50:50 basis among the tribal people and displaced persons. Is that policy being followed or is the land being given only to tribal people or displaced persons?

Shri Mehr Chand Khanna: The intention is the same as the hon. Member has at the back of his mind. After the area has been reclaimed, the intention is to distribute 50:50 between tribals and displaced persons.

Shri Dasaratha Deb: May I know whether any demarcation line has been drawn or a strict division has been made as to which area should be distributed among the tribal people and which among the non-tribal people?

Shri Mehr Chand Khanna: I may inform the hon Member that we are only having a road made. After the road has been made and the area reclaimed, the question will arise which area should be given to A and which to B.

**Wagon Assembly Factory,
Visakhapatnam**

*382. { **Shri R. J. Rao:**
Shri M. N. Singh:

Will the Minister of Labour and Employment be pleased to state:

(a) whether the contract labour in the Visakhapatnam Wagon Assembly Factory, have gone on strike following the retrenchment of some of the workers;

(b) whether any efforts have been made towards conciliation, and

(c) if so, the results thereof?

The Deputy Minister of Labour (Shri Abid Ali): (a) Yes.

(b) and (c) The Conciliation Officer (Central) Secunderabad had a number of meetings with the representatives of both parties, but no settlement could be arrived at. The Chief Labour Commissioner is making further attempts at conciliation and has invited the parties to meet him today.

N.E.F.A.

*383. **Shri L. Achaw Singh:** Will the Prime Minister be pleased to state:

(a) whether Government allow non-officials to visit the North East Frontier Agency areas and study affairs there, and

(b) if not, the reasons therefor?

The Parliamentary Secretary to the Minister of External Affairs (Shri J.

N. Hazarika): (a) and (b). Persons who do not habitually reside in the NEFA can visit the territory only under special permits. It has been considered necessary to impose this restriction because there is general lack of accommodation, transport, etc., in this area and without official assistance it is not easy to secure these. It is also necessary to take precautions against the exploitation of tribals by outsiders and interference with their normal life.

Shri L. Achaw Singh: May I know whether the 'iron curtain' policy of the Government will help towards better understanding between the tribal people and the neighbouring people, and whether it will also serve the interest of unity and solidarity of the country?

Mr. Speaker: It is a matter of opinion.

Shri J. N. Hazarika: There is no 'iron curtain' policy as such.

Sari Hem Barua: In view of the fact that a comprehensive Indian mind has yet to grow amongst the tribal population inhabiting the NEFA area because of the policy of isolationism pursued by the British rulers, may I know if Government are going to liquidate this artificial barrier by allowing closer contact between the people of the plains and the people of these hilly regions?

Shri J. N. Hazarika: Government are doing everything to establish closer contacts between the people of the hills and the people of the plains. These are the obvious reasons given earlier for which some restrictions have been imposed.

Some Hon. Members rose—

Mr. Speaker: These are questions of security. To avoid exploitation of these people, some kind of permits are granted. What is the use of asking further questions about this?

Shri V. Raju: Does it mean that when a Minister refers to security, we cannot ask supplementaries?

Mr. Speaker: That is all right. But the same questions are asked again..

Shri V. Raju: The same question does not arise.

Mr. Speaker: If a specific question is asked and a specific answer is given, that is all right. On the other hand, hon. Members want to convince by their reasons that the policy should be changed.

Shrimati Renu Chakravartty: I only wanted to ask as to how many non-officials have been allowed.

Shri Hem Barua: I wanted to ask about the arrest of the spiritual head.

Mr. Speaker: So far as the hon. lady Member is concerned, she did not ask that question.

Next question.

Ashoka Hotel

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 { **Shri H. N. Mukerjee:**
 Shri Assar:
 Shri Morarka:
 *384. { **Shri Kushwaqt Rai:**
 Shri Jadhav:
 Shri Tantia:

Will the Minister of Works, Housing and Supply be pleased to state:

(a) the capital expenditure incurred so far for Ashoka Hotel, New Delhi; and-

(b) how much money has been spent so far, and estimated as recurring annual expenditure?

The Deputy Minister of Works, Housing and Supply (Shri Anil K. Chanda): (a) The total expenditure incurred up to 30th June 1957 amounts to Rs. 2:38 crores.

(b) The expenditure on running the Hotel for the year ending September 1957 is estimated at about Rs. 23 lakhs, against which a sum of about Rs. 17 lakhs has been spent up to the end of June 1957. In addition a provision of about Rs. 22 lakhs will have to be made for depreciation, interest on

loan, house tax and payments due on the lease-hold land.

Shri H. N. Mukerjee: Can the Government give us some figures about the total expenditure incurred on the purchase of furniture, fittings, upholstery and similar things and the proportion or foreign purchase in regard to them?

Shri Anil K. Chanda: The proportion of foreign purchase is indeed very meagre. I have got all the figures with me but it will be a pretty long statement; but, if it is needed I can lay it on the Table.

Shrimati Renu Chakravartty: May I know if it is a fact that Swedish cooks have been employed for service in this Hotel while we have quite good cooks serving in all other hotels; and, if so, are they being allowed to send out their salaries etc. in the form of foreign exchange?

Shri Anil K. Chanda: I am afraid I have not got the detailed information about all the servants in the Hotel; but there are some foreign people on contract basis for special purposes. As soon as our own people are trained up, they will be released.

An Hon. Member: That is the limit, Sir.

Shri H. N. Mukerjee: In view of the sumptuous character of this Hotel, may I know if Government will consider the advisability of changing the name of the Hotel to Jehangir Hotel or so because Ashoka was a very abstemious person?

Shri A. C. Guha: May I know what has happened to the amount that was invested by the Jam Saheb and others; have they been returned?

Shri Anil K. Chanda: There is no question of returning any money. It is a public company and about Rs. 15 lakhs worth of shares are held by private persons and Rs. 85 lakhs by Government.

Shri Kamal Singh: May I know if it is contemplated to let out this Hotel on contract basis?

Shri Anil K. Chanda: No, Sir.

Shri Jadhav: May I know whether the Government is contemplating....

Mr. Speaker: Next question.

Dr. Ram Subhag Singh: Sir, there has been a loss of thousands of rupees. Therefore, it is necessary that hon. Members should ask questions.

Mr. Speaker: The question hour cannot be consumed by a single question. There are other methods. I have been repeatedly saying that. What can I do?

So far as those hon. Members whose names appear on the Order Paper are concerned, I would request them to get up as early as possible. I am not going to request them to come up and put questions. The hon. Members should stand up before others who have tabled questions. I certainly look all round.

Shri Morarka: Not this side also.

Mr. Speaker: I am looking at this side also. I thought that this side need not put questions.

Shri Jadhav: May I know whether the Government is contemplating the disposal of the Hotel as it is running at a loss?

Shri Anil K. Chanda: There is no such proposal before Government. May I submit that when a big commercial enterprise of this nature is started, it does not begin to give dividends from the first year?. It takes a little time.

Shrimati Maniben Patel: rose—

Mr. Speaker: The hon. Member is a little too late.

Korea

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*385 { **Shri H. N. Mukerjee:**
Shri Wodeyar:
Shri S. N. Dwivedi:

Will the **Prime Minister** be pleased to state:

(a) whether India is represented on the U. N. team of observers on the cease fire line in Korea; and

(b) whether it has come to the notice of Government that the U. S. Government has proposed to equip South Korea with (modern) weapons?

The Parliamentary Secretary to the Minister of External Affairs (Shri Sadath Ali Khan): (a) No; Sir.

(b) The Government of India have no official information. They have, however, seen press reports on this.

Shri Kasliwal: May I know whether Government instructed our Ambassador in U. S. A. to make an official enquiry from the U. S. Government in this connection?

Shri Sadath Ali Khan: I am unable to say; I require notice.

Shri H. N. Mukerjee: May I know if Government has been appraised of any statement from the Peoples Republic of China regarding the perturbation that Government feels on account of the gravity of the situation created in Korea and, if so, what steps are being contemplated?

Shri Sadath Ali Khan: I do not have this information. As I have said we have seen Press reports. We have no official information about what the hon. Member says.

Shri C. D. Pande: Has Government any information that in North Korea, the Soviet Government and the Chinese Government have also made some changes so that there is some trouble there?

Shri Sadath Ali Khan: We have seen Press reports alleging that this is so.

Evacuee Property Rules

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*387. { **Shri Bahadur Singh:**
Shri M. C. Jain:

Will the **Minister of Rehabilitation and Minority Affairs** be pleased to refer to the reply given to Starred Question No. 252 on the 22nd May, 1957 and state:

(a) whether it is a fact that third party claims against evacuees were

registered by the custodians functioning in various parts of the country under a specific provision, (Rule 22), of the Administration of Evacuee Property Rules, 1950;

(b) whether the Rules referred to above prohibited attachment of evacuee property in execution of decrees against such evacuees; and

(c) whether all properties of the evacuees vested in the custodian?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): (a) Yes.

(b) Yes.

(c) No.

Mr. Speaker: Question No. 388.

Shrimati Tarkeshwari Sinha: Sir, may I request that question No. 398 also may be taken along with this. It will take less time if it is taken with this.

Mr. Speaker: Let me see. Are they connected? The first is for 'Outlay for Rajasthan in the Second Five Year Plan' and the other is 'Second Plan Outlay for States'. Is it that the whole hour will be taken by Rajasthan? No, no. I am not clubbing them together.

Outlay for Rajasthan under Second Five Year Plan

***388. Shri Kasliwal:** Will the Minister of Planning be pleased to state the total outlay fixed for the re-organized State of Rajasthan under the Second Five Year Plan?

The Parliamentary Secretary to the Minister of Labour and Employment and Planning (Shri L. N. Mishra): Rs. 105.27 crores.

Shri Kasliwal: May I know why Government have placed such a small amount for a large State while some smaller States have received larger allocations?

Shri L. N. Mishra: The allotment of the amount to Rajasthan was decided

in consultation with the State Government before finalisation of the Plan.

Indian Purchase Department Abroad

***389. Shri Morarka:** Will the Minister of Works, Housing and Supply be pleased to state:

(a) the expenditure incurred on the establishments of India Store Department, London and the Indian Supply Mission, Washington, separately during 1956-57; and

(b) the steps taken or being taken to economise this expenditure?

The Minister of Works, Housing and Supply (Shri K. C. Reddy): (a) The expenditure incurred during 1956-57 on the India Store Department, London was Rs. 59,42,760. The expenditure incurred on the India Supply Mission, Washington was Rs. 21,57,830 for eleven months only during 1956-57. Information regarding expenditure incurred in March, 1957 by the office of the Director, India Supply Mission is still awaited from that office.

(b) Instructions have been issued to the heads of both the Purchase Missions in regard to effecting every possible economy in Governmental expenditure. An Economy Board consisting of senior officers of the Ministry has been recently set up to ensure the implementation of the instructions and to explore in what ways further economies can be effected.

Shri Morarka: May I know whether after the instructions have been issued the Government have received any reply as to what economy has so far been effected?

Shri K. C. Reddy: No, the instructions were issued only very recently, as recently as the 18th of June. We have not yet received any replies as to what exact economies have been effected.

Shri Morarka: May I know whether the Government has considered the

desirability of transferring these two departments to India and conduct operations from here rather than keep one in London and one in Washington?

Shri K. C. Reddy: There are very compelling reasons why these two Trade Missions should be continued to run at these two places. At various times, it had been considered as to the possibility of abolishing these missions or reducing the size of those; but, in view of the present state of affairs, it is considered that they should continue on the same basis for some time longer.

WRITTEN ANSWERS TO QUESTIONS

Urban and Rural Housing

*369. **Shri Keshava:** Will the Minister of Works, Housing and Supply be pleased to state:

(a) the amount provided in the Second Five Year Plan for urban housing and for rural housing;

(b) the proportional percentage of rural housing as compared with urban housing; and

(c) what percentage of the need does the provision in rural housing in Second Five Year Plan cover?

The Deputy Minister of Works, Housing and Supply (Shri Anil K. Chanda): (a) The Plan provides Rs. 108 crores for a number of schemes such as the Subsidised Industrial Housing Schemes, the Low Income Group Housing Scheme, the Slum Clearance Scheme which are mainly for urban areas. For the rural areas, a provision of Rs. 10 crores has been made for the Rural Housing Scheme and Rs. 2 crores for the Plantation Labour Housing Scheme.

(b) and (c). Exact percentages cannot be worked out at this stage. In addition to the schemes mentioned above, there are schemes of the Ministry of Home Affairs for housing Scheduled Castes and Tribes and Backward Classes and schemes of the Ministry of Community Development

for rural housing and housing of project staff which will provide about Rs. 25 crores. There are also other schemes for housing artisans and weavers, for resettlement of landless labour etc. where no separate allocation has been made for rural housing but some amount is likely to be spent in the rural area. The overall amount that may be available for rural housing of various types may, therefore, be of the order of Rs. 40 crores or so. A rough estimate of the number of houses in the rural areas needing to be rebuilt or substantially improved is 50 million. The total funds available for rural housing in the Second Plan will enable only a beginning to be made in dealing with the problem.

हज के यात्री

*३७४. { श्री रघुनाथ सिंह :
श्रीमती इला पालचौधरी :

क्या प्रधान मंत्री यह बताने की कृपा करेंगे कि इस वर्ष अब तक हज के लिये कितने यात्रियों ने भारत से समुद्र द्वारा तथा हवाई जहाजों से प्रस्थान किया है ?

बैदेशिक कार्य मंत्री के सभा-सचिव
(श्री सादत अली खां) : १३,४८२.

Relief Camps for Displaced Persons

*386. **Shri Ram Krishan:** Will the Minister of Rehabilitation and Minority Affairs be pleased to state:

(a) whether the scheme for setting up relief camps in Uttar Pradesh and Rajasthan for displaced persons from East Pakistan has been finalised; and

(b) if so, the main features of the scheme?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): (a) There is no scheme for a relief camp in Rajasthan. The scheme for setting up camps in the Uttar Pradesh is under preparation and has not yet been finalised.

(b) Does not arise.

Minimum Wages

*390. **Shrimati Tarkeshwari Sinha:** Will the Minister of Labour and Employment be pleased to state whether Government have taken any decisions on the recommendations of the official study group of the Planning Commission regarding the principles which should govern the determination of minimum wages?

The Deputy Minister of Labour (Shri Abid Ali): The note prepared by the study group was considered by the Indian Labour Conference which made certain recommendations regarding the principles which should govern the fixation of minimum wages. These recommendations will be communicated to State Governments for the guidance of wage fixing authorities.

House Rent in Delhi

*391. { Shri Vajpayee:
Shri Warrior:
Shri Radha Raman:

Will the Minister of Works, Housing and Supply be pleased to state:

(a) whether Government propose to appoint a Committee to enquire into house rents in Delhi; and

(b) if so, when a final decision is likely to be taken thereon?

The Deputy Minister of Works, Housing and Supply (Shri Anil K. Chanda): (a) and (b). Government are considering the appointment of a Committee to look into the question of rents and other aspects of the relationship of landlords and tenants in Delhi. A final decision in the matter will be taken as early as possible.

Sardarnagar Refugee Colony

*392. **Shri Yajalk:** Will the Minister of Rehabilitation and Minority Affairs be pleased to state:

(a) the number of refugees in the Sardarnagar Refugee Colony near Ahmedabad, who have been put off

doles together with their dependents from the beginning of this year;

(b) whether it is a fact that the Bombay State Government has recommended continuation of doles to some of the refugee families, whose heads are infirm or diseased; and

(c) whether the Government of India have taken any action in the matter?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): (a) 88.

(b) No.

(c) Does not arise.

Leather Factories

*393. **Shri Ganpati Ram:** Will the Minister of Commerce and Industry be pleased to state:

(a) how many leather factories are there in the country (State-wise) and what is their capacity;

(b) whether the requirements of the country are fully met from these factories; and

(c) if not, what are the additional requirements?

The Minister of Industry (Shri Manubhai Shah): (a) A statement is laid on the Table of the House. [See Appendix II, annexure No. 2].

(b) and (c). Except for special varieties of leather which are imported in small quantities all our requirements are met by these factories.

Industrial Housing

*394. **Shri Tangamani:** Will the Minister of Works, Housing and Supply be pleased to state the steps taken for implementing the recommendations of the fifteenth session of Indian Labour Conference on industrial housing?

The Deputy Minister of Works, Housing and Supply (Shri Anil K. Chanda): The proceedings of the 15th Session of the Indian Labour Confer-

ence, held on the 11th and 12th July 1957, have just been received. The recommendations made by the Conference regarding the Subsidised Industrial Housing Scheme are under examination.

Textile Institute, Washermanpet

*395. Shri S. V. Ramaswami: Will the Minister of Commerce and Industry be pleased to refer to the reply given to Starred Question No. 2 on the 19th March, 1957 and state:

(a) what progress has been made in taking over the Textile Institute at Washermanpet, Madras from the State Government and shifting it to Salem; and

(b) whether the land for locating the Institute has since been bought by the Centre?

The Minister of Commerce (Shri Kanungo): (a) The valuation of the equipment and other accessories in the Institute has been completed. The Institute will be taken over from the State Government and shifted to Salem as soon as the estimates for the land and building at Salem have been finalised.

(b) Not yet, Sir

रोजगार के दफ्तर

*396. श्री ज० ल० द्विवेदी : क्या अब और रोजगार मंत्री यह बताने को तैयार करेंगे कि

(क) रोजगार के दफ्तरो के प्रबन्ध को राज्य-सरकारों के अधीन कर दिये जाने के कसब-कसब क्या केन्द्रीय सरकार की आर्थिक जिम्मेदारी बढ़ी है,

(ख) आर्थिक सहायता और व्यवस्था के सुचारु रूप से चलने की देखभाल के लिये केन्द्रीय सरकार का क्या निर्वाण तथा प्रबन्ध है; और

(ग) क्या इस सम्बन्ध में सारे राज्यों में समान स्थिति है अथवा किसी राज्य में

कुछ निम्नताये भी है और यदि हा, तो वे क्या हैं ?

अब उपर्युक्त (बी) जांचिज मंत्री) :
(क) जी, नहीं ।

(ख) केन्द्रीय सरकार की जिम्मेदारी होगी कि इस सम्बन्ध में नीति तय करे, काम काज चलाने के लिये निर्देश दे तथा देख रेख और विभिन्न कार्यालयों के काम काज में तालमेल बनाये रखे ।

(ग) देश के सभी नियोजन कार्यालयों का काम काज एक जैसा होगा ।

Provident Fund Act

*397. { Shri Punnoose:
Shri Vasudevan Nair:

Will the Minister of Labour and Employment be pleased to state:

(a) whether Government propose to include motor transport workers within the purview of the Provident Fund Act; and

(b) if so, when?

The Deputy Minister of Labour (Shri Abid Ali): (a) and (b). The matter is being examined in consultation with the interests concerned and it will be finalised as soon as the necessary enquiries are completed.

Second Plan Outlay for States

*398. Shrimati Tarakshwari Sinha: Will the Minister of Planning be pleased to state:

(a) whether a complete picture as regards financing of the Second Five Year Plan outlay for the first year as well as the whole plan in respect of each re-organised State has been built up, and

(b) if so, how does it vary from the original picture of the Plan?

The Deputy Minister of Planning (Shri S. N. Mishra): (a) No; since the reorganised States came into

existence as from the 1st November 1956 a complete picture for them for the whole of 1956-57 cannot be built up. The estimation of financial resources for the reorganised States for the four years from April 1957 will be taken up after the award of the Finance Commission becomes available.

(b) The question does not arise.

Nuclear Tests

*399. { Shri Narayanankutty Menon:
Dr. Ram Subhag Singh:
Shri Bibhuti Mishra:
Shri Bharucha:

Will the Prime Minister be pleased to state:

(a) whether the Governments of the USA, the UK and the USSR have given any reactions to the appeal made by the Lok Sabha in the form of a resolution, relating to the stoppage of nuclear and thermonuclear tests, and

(b) if so, what is the gist of such reactions?

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): (a) and (b) We have received no report about the reactions of these Governments to the Lok Sabha resolution.

State Trading in Cement

*400. Pandit D. N. Tiwary: Will the Minister of Commerce and Industry be pleased to state

(a) whether there has been any change in the quantum of commission earned by the Agents of cement since the State Trading Corporation took over cement trade, and

(b) the profit earned by the State Trading Corporation in cement since the taking over of this business?

The Minister of Commerce (Shri Kharag): (a) There has been no

change in the rate of commission paid to the Agents.

(b) The profit has not yet been assessed.

Loans to Displaced Persons

*401. Shri Bahadur Singh: Will the Minister of Rehabilitation and Minority Affairs be pleased to state whether Government have decided to charge simple interest while adjusting rural or urban loans advanced to displaced persons from West Pakistan, against the compensation payable to them in respect to verified claims?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): Yes.

Indian Foreign Service

*403. Dr. Ram Subhag Singh: Will the Prime Minister be pleased to state

(a) whether it is a fact as reported in the press that Government have decided to dispense with the services of such temporary employees of the External Affairs Ministry who have more than three children and

(b) if so, how many employees are likely to be affected by this decision?

The Parliamentary Secretary to the Minister of External Affairs (Shri Sadath Ali Khan): (a) No. In making selections for the Indian Foreign Service, Branch B, however the rules provide, on grounds of economy, for preference to those having not more than three children. Most of the officers concerned belong to other Services or Departments to which they will revert if not selected for the Indian Foreign Service, Branch B. If there are any temporary employees who are not selected for the Indian Foreign Service, Branch B, there is no bar to their continuing in a temporary capacity in temporary vacancies outside that service until they can be absorbed elsewhere.

(b) Does not arise.

Welfare Personnel

*404. **Shri Ram Krishan:** Will the Minister of Labour and Employment be pleased to state.

(a) whether the scheme for training of welfare personnel during the Second Five Year Plan has been finalised; and

(b) if so, the details thereof?

The Deputy Minister of Labour (Shri Abid Ali): (a) Not yet.

(b) A tentative scheme for the training of welfare personnel was circulated for comments to State Governments, employers' and workers' Organisations, etc. A statement containing the essential features of the Scheme is placed on the Table of Lok Sabha. [See Appendix II, annexure No. 3]

Labour Officers

*405. **Shri S. C. Samanta:** Will the Minister of Labour and Employment be pleased to state:

(a) how the recruited Labour Officers who hold no diploma or degree in social works are trained before joining services,

(b) whether such officers are entitled to enjoy the benefits of Fellowships for training abroad,

(c) whether the recommendations of the Committee set up to formulate proposals regarding promotion prospects of Labour Officers, have been scrutinised and considered; and

(d) if so, the decisions taken thereon?

The Deputy Minister of Labour (Shri Abid Ali): (a) Labour Officers who have not had training in social work are deputed to undergo training for six months in such work after joining service and they are required to successfully complete that course of training for retention in service.

(b) Yes.

(c) Yes.

(d) The recommendation is under consideration.

National Small Industries Corporation

*406. **Shri Keshava:** Will the Minister of Commerce and Industry be pleased to state:

(a) whether all the units of cottage and small scale industries are duly registered with the National Small Industries Corporation (Private) Ltd.; and

(b) if not, the steps, if any, Government have taken to get them enlisted?

The Minister of Industry (Shri Manubhai Shah): (a) and (b). A statement is laid on the Table of the House. [See Appendix II, annexure No 4]

Sindri Fertiliser Factory

*407. **Shri Morarka:** Will the Minister of Commerce and Industry be pleased to state what is the expected cost of production and selling price of the increased production after the expansion by the Sindri fertiliser factory?

The Deputy Minister of Commerce and Industry (Shri Satish Chandra): The expansion has been planned to produce Urea and Ammonium Sulphate-nitrate. The current production at Sindri is in the form of Ammonium Sulphate. While it is difficult to estimate precisely the cost of production and selling price of the new fertilizers at this stage, the cost per ton of nitrogen is expected to be cheaper than in the case of Ammonium Sulphate. The price of Ammonium Sulphate is not likely to be affected by the increased production of nitrogen in the form of other salts.

Service Cadre of Economists and Statisticians

*408. **Shri Ram Krishan:** Will the Prime Minister be pleased to refer to the reply given to Starred Question

No 202 on the 23rd February, 1956 and state

(a) whether a final decision for the establishment of a regular service cadre of Economists and Statisticians has been taken;

(b) if so, the nature of the decision; and

(c) the main features of the scheme?

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): (a) Not yet

(b) and (c) Do not arise

Refugee Colonies in Delhi

265. Shri Vajpayee: Will the Minister of Rehabilitation and Minority Affairs be pleased to state

(a) the price per square yard at which land was acquired in various refugee colonies in Delhi,

(b) the cost of development per square yard, and

(c) the price now being charged per square yard for this land from the refugees?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): (a) to (c) Numerous plots of land all over Delhi were acquired for the rehabilitation of displaced persons at varying prices. The cost of development of these lands also varied depending on their location, condition etc. The information in regard to all the lands acquired in Delhi is not readily available and the time and labour involved in compiling the information will not be commensurate with the results likely to be achieved

Instructional Films

266. Shri Ram Krishan: Will the Minister of Information and Broadcasting be pleased to state:

(a) whether the proposal for setting up a unit at Delhi for the

production of instructional films has been finalised, and

(b) if so, the main features thereof?

The Minister of Information and Broadcasting (Dr. Keskar): (a) No Sir

(b) Does not arise

Radio Stations

267. Shri Ram Krishan: Will the Minister of Information and Broadcasting be pleased to state:

(a) the number of radio stations to be opened during the current year and during the Second Five Year Plan, Statewise, and

(b) the names of the places where they will be opened?

The Minister of Information and Broadcasting (Dr. Keskar): (a) and (b) An auxiliary radio station will be opened in Bihar at Ranchi during the current year. No other radio station is proposed to be opened during the subsequent years of the Second Five Year Plan

National Sample Survey

268. Shri Morarka: Will the Prime Minister be pleased to state

(a) how many rounds the National Sample Survey has completed so far;

(b) the results of which rounds have been published, and

(c) when the other rounds are likely to be completed and published?

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): (a) Field work of 11 rounds of socio-economic surveys and of 4 rounds of Sample Survey of Manufacturing Industries has so far been completed.

(b) Three volumes on the results of the first three rounds have been published in the form of a general report and tables with notes. Twenty-two more reports have been prepared subject-wise from the data collected

up to the 10th round of socio-economic surveys and the second round of Sample Survey of Manufacturing Industries. Out of these, 5 reports have already been published; 7 are in various stages of publication and the remaining are under scrutiny.

(c) Field work in respect of the 12th round of socio-economic survey and the 5th round of Sample Survey of Manufacturing Industries, which are in progress, is expected to be completed by the end of August next. Processing and tabulation of the data being collected in these rounds will be taken up thereafter.

Ambar Charkha Programme

269. Shrimati Parvathi Krishnan: Will the Minister of Commerce and Industry be pleased to state the details of the Ambar Charkha Programme sanctioned by Government for the financial year 1957-58 giving information on the following items:—

(i) the total number of Ambar Charkhas to be manufactured during the above period and the approximate capital expenditure and subsidy to be given;

(ii) the total number of Ambar Parishramalaya-cum-production centres to be opened (State-wise) and the expenditure to be incurred thereon;

(iii) the total number of decentralised Saranjam Karyalayas to be opened for the manufacture of Ambar Charkhas and the amount allowed therefor;

(iv) the prospective total number of persons that would gain employment giving figures in details for each category of staff during the course of implementation of the scheme; and

(v) the total number of new dyeing and printing centres to be opened?

The Minister of Commerce and Industry (Shri Morarji Desai): (i) Government have approved, in prin-

ciple, a programme for the manufacture of 180,000 Ambar Charkhas during 1957-58. Provision, however, has been made for a part of the scheme initially, the balance to be sanctioned after a review of its progress within the first 5 months of the current year. The amount so far sanctioned is adequate for the manufacture of 100,000 Ambar Charkhas.

The capital expenditure for the part of this year's scheme sanctioned so far is Rs. 209.70 lakhs. The subsidy comes to Rs. 15.62 lakhs.

It should, however, be mentioned that the programme of 1956-57 involving the manufacture of 75,000 Ambar Charkhas is also being continued during 1957-58. The capital expenditure sanctioned for the continuation programme amounts to Rs. 509 lakhs and subsidy to Rs. 139.60 lakhs.

(ii) 75 new Parishramalayas (production-cum-training centres) will be established at an estimated cost of Rs. 65 lakhs. Information about the State-wise allocation of the new Parishramalayas is not yet available.

(iii) 100 Saranjam Karyalayas (decentralised manufacturing centres) will be opened at an estimated cost of Rs. 18.15 lakhs.

(iv) During 1957-58, the estimated additional employment which would be provided for each of the following professions is:

Spinners	3,30,000
Carpenters	4,900
Weavers	36,000
Instructors	7,000
Others	4,800
Total	3,82,700

(v) Eight.

Clothes for Displaced Persons

270. Shri A. C. Guha: Will the Minister of Rehabilitation and Minority Affairs be pleased to state:

(a) price paid during the three last financial years for the purchase of

clothes for the East Bengal Displaced Persons in West Bengal, Bihar, Assam, Tripura and Orissa;

(b) whether the clothes were procured by calling for tenders or by negotiation in each State; and

(c) whether any portion was procured from the production centres of the Ministry?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): (a) to (c) The information is being collected and will be laid on the Table of Lok Sabha

Plantation Inquiry Commission

271. Shri A. C. Guha: Will the Minister of Commerce and Industry be pleased to state the total expenditure incurred on the Plantation Inquiry Commission with break-up of

(i) remuneration (in all forms) paid to each of the members,

(ii) office expenditure including pay of the staff, travelling allowances, stationeries etc.

(iii) printing of the report, and

(iv) any other expenditure incurred in connection with the work of the Commission?

The Minister of Commerce and Industry (Shri Morarji Desai): The total expenditure incurred on the Plantation Inquiry Commission from 17th April, 1954 (on which date it was set up) to the 15th January, 1957 (the date on which it was wound up) was approximately Rs 4,15,315

The break up of this expenditure is as follows:—

(1) Pay

*Chairman (Shri F. M. Menon, ICS) Rs 60,529; (Shri Menon took over as Joint Secretary in the Ministry of Labour with effect from 23-12-55. He, however, continued to be Chairman of the Commission till it was

wound up. With effect from 23-12-55, he did not draw any salary as Chairman of the Commission)

*Member (Shri K. G. Sivaswamy) Rs 44,250; and

*Member (Shri M. V. Mathur) Rs 36,705

(With effect from the 5th November, 1955, Shri Mathur worked only as a part-time Member and his pay was fixed at Rs 750 p.m.)

(ii) Office expenditure including pay of the staff, travelling allowances, stationery, etc.—Rs 2,73,831 (Approx.)

(iii) Printing of the Report—the debit for printing of the Report on the tea industry has not so far been received. Reports on Coffee and Rubber are still under print

(iv) Any other expenditure incurred—Nil

Rice Purchased for Displaced Persons

272. Shri A. C. Guha: Will the Minister of Rehabilitation and Minority Affairs be pleased to state.

(a) the quantity of rice purchased in West Bengal, Assam, Tripura and Orissa for East Bengal Displaced Persons during the last three financial years—year-wise and the price paid therefor,

(b) whether the purchase has been made by calling for tenders or by negotiation, and

(c) how many parties supplied the rice in each State every year?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): (a) to (c) The information is being collected and will be laid on the Table of the Sabha.

Air Travel by V.I.Ps.

273. Pandit D. N. Tiwary: Will the Prime Minister be pleased to state:

(a) whether it is a fact that several complaints from air companies about

*Upto the end of November, 1956 only.

V.I.Ps, travelling with excess luggage without payment have been forwarded to him by the Indian High Commissioner in London; and

(b) if so, the steps taken to discourage this practice?

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): (a) No complaints from Air Companies were forwarded to the Government of India, but the High Commission in London intimated to the Government that such complaints had been received from various Air Companies. The complaints were usually made orally by the Air Company officials at London Airport to the Liaison Officers of the High Commission attending at the Airport to receive and see off important persons.

(b) The complaint from the High Commission was brought to the notice of the State Governments, the various Ministries etc of the Government of India, and the Indian Missions abroad. The High Commission in London generally explain to the passengers that excess baggage over the usual baggage allowance admissible under the Air Company's tickets has to be paid for by the passengers themselves unless excess baggage payment has been specially sanctioned. The passengers generally accept the position and make payment.

Auctioned Evacuee Properties

274. Shri D. C. Sharma: Will the Minister of Rehabilitation and Minority Affairs be pleased to state

(a) the total number of evacuee properties auctioned in the month of May and June, 1957; and

(b) the amount of money realised thereon?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna):

(a) May 1957	1886
June 1957	1921

Total—	3807
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(b) May 1957	Rs 75,81,720/-
June 1957	Rs 61,50,848/-

Total —	Rs 1,37,32,563/-
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Evacuee Buildings in Delhi

275. Shri D. C. Sharma: Will the Minister of Rehabilitation and Minority Affairs be pleased to state.

(a) the number of evacuee buildings that have been auctioned in Delhi during 1957 so far, and

(b) the number of such evacuee buildings the possession of which have since been given to the purchasers?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): (a) 431 up to 30th June, 1957

(b) 49 cases upto 30th June, 1957

Planning Commission

276. Shri D. C. Sharma: Will the Minister of Planning be pleased to state

(a) the total number of meetings held by the Planning Commission since the 1st December, 1956 upto the 30th June, 1957, and

(b) how many such meetings were of the Commission itself and how many in conference with other individuals or groups?

The Deputy Minister of Planning (Shri S. N. Mishra): (a) and (b). During the period between 1st December, 1956, and 30th June, 1957, 32 meetings of the Planning Commission were held. Of these 24 meetings were internal meetings of the Commission. Eight meetings were held by the Planning Commission with individuals or groups, mostly foreign dignitaries and visitors or planning experts.

There were two meetings of the National Development Council in December, 1956 and June, 1957 respectively, which were attended by Members and senior officers of the

Planning Commission, the Chief Ministers of States, accompanied in some cases by one or more of their colleagues, and the Union Ministers.

During this period 114 meetings were held by individual Members of Planning Commission or senior officers with representatives of State Governments or Central Ministries.

Industrial Co-operatives

277. Shri D. C. Sharma: Will the Minister of Commerce and Industry be pleased to state what provision has been made by the Government of India for financing the industrial co-operatives in the Punjab and the agency through which such financing will be done during 1957-58?

The Minister of Commerce and Industry (Shri Morarji Desai): Every scheme of Industrial Co-operatives sponsored by State Governments is examined by the Ministry and requisite financial assistance, on approval of the scheme, is given to State Governments in accordance with the prescribed financial pattern. Two schemes relating to Industrial Co-operatives—one for the manufacture of storage batteries and another for the manufacture of moulded rubber goods in Batala Pilot Project area—received from the Government of Punjab have been approved during the current financial year.

दिल्ली में विस्थापित व्यक्ति

२७६ श्री बाबूदेवी : क्या पुनर्वास तथा उत्पत्तिसंबन्ध-कार्य मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि तेहराई (दिल्ली) के जिन विस्थापित व्यक्तियों को २ वर्ष पूर्व सरकार ने तिलक नगर के क्वार्टरों में बसाया था उन क्वार्टरों की नीलामी के बाद वे पुनः निराश्रित हो जायें ,

(ख) क्या सरकार के सम्मुख तेहराई को पुनः बसाने की कोई योजना है, जिससे

उन विस्थापित व्यक्तियों को तिलकनगर के क्वार्टरों की नीलामी के बाद वहाँ बसाया जा सके; और

(ग) यदि हा, तो उसे कब तक कार्यान्वित किया जायेगा ?

पुनर्वास तथा उत्पत्तिसंबन्ध कार्य मंत्री (श्री मेहर बाबू लाला) : (क) जी नहीं। उक्त क्वार्टरों की अभी नीलामी नहीं की जा रही है।

(ख) जी हा। इस प्रकार की एक योजना तैयार की जा रही है। इस योजना के अन्तर्गत उन विस्थापितों को बसाया जायगा जो १९५५ में वर्ग के कारण कच्ची खोपड़ियों के गिर जाने पर तेहराई में बनाये गये २६३ घरों में बसाये गये थे।

(ग) उक्त योजना अभी निर्माणका १ दशा में है। उसके कार्यान्वित करने में कुछ समय लगेगा।

Indians in Mauritius

280. Shri D. C. Sharma: Will the Prime Minister be pleased to state:

(a) the number of Indian nationals residing in Mauritius at present,

(b) the number of such persons among them who have acquired citizenship of that country, and

(c) the number of those who are still Indian nationals?

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): (a) Approximately 50 adults.

(b) Nine persons have surrendered their Indian passports and are presumed to have acquired local citizenship.

(c) Approximately 41 adults.

Siam Clearance

281. Shri Supakar: Will the Minister of Works, Housing and Supply be pleased to state the States which have

submitted to the Government of India schemes for slum clearance and improvement of such areas and the estimated cost of such schemes State-wise?

The Deputy Minister of Works Housing and Supply (Shri Anil K. Chanda): A statement giving the information required is laid on the Table. [See Appendix II, annexure No. 5.]

Lockout in Mills

282. Shri Raghunath Singh: Will the Minister of Labour and Employment be pleased to state the number of cases of lockout in the mills or factories reported during the last three months?

The Deputy Minister of Labour (Shri Abid Ali): 32 during the period March to May, 1957.

Coal Mines Welfare Fund

283. Shri P. C. Bose: Will the Minister of Labour and Employment be pleased to state:

(a) the total number of multi-purpose institutes opened by the Coal Mines Welfare Fund so far; and

(b) the average daily attendance of women at these institutes?

The Deputy Minister of Labour (Shri Abid Ali): (a) 43.

(b) About three hundred.

Committee on Scripts

284. Shri Bahadur Singh: Will the Minister of Information and Broadcasting be pleased to state:

(a) whether Committees have been set up in all States to collect and adjudge scripts of plays, songs and poems;

(b) what will be the other functions of such Committees; and

(c) the personnel of the Committee set-up for Punjab?

The Minister of Information and Broadcasting (Dr. Easwar): (a) No Committees have been set up so far though decision to this effect has already been taken.

(b) A statement indicating the functions of such Committees is laid on the table of Lok Sabha. [See Appendix II, annexure No. 6.]

(c) Does not arise.

Shortage of Fish in Tripura

285. Shri Dasaratha Deb: Will the Minister of Commerce and Industry be pleased to state:

(a) whether Government are aware that there is a shortage of both dry and fresh fish in Tripura at present;

(b) whether by the present import policy of Government the import of dry fish has been drastically restricted from East Pakistan; and

(c) if so, the action proposed to be taken in the matter?

The Minister of Commerce and Industry (Shri Morarji Desai): (a) The import of fish, salted wet, and fish n.o.s., falling under Serial Nos. 4 and 3 respectively, of Part IV of the Import Trade Control Schedule is allowed under Open General Licence No. XLIX. Representations have, however, been received against restrictions on the import of dry fish imposed after the 31st January, 1957 on the ground that these restrictions have caused acute shortage of dry fish in Tripura.

(b) The import of dry fish is not allowed in terms of the current import policy.

(c) In view of the tight foreign exchange position, and as India is herself a producer and exporter of dry fish, it is not proposed to relax the restriction on the import of dry fish.

Frontier Administrative Service

286. Shri L. Achaw Singh: Will the Prime Minister be pleased to state

whether the officers recruited under the Frontier Administrative Service are meant for North East Frontier Agency only or for Manipur and Tripura also?

The Prime Minister and Minister of External Affairs (Shri Jawaharlal Nehru): The Officers recruited under Indian Frontier Administrative Service are meant for posts included in IFAS Cadre which includes some posts in Manipur and Tripura also, in addition to the posts in the North East Frontier Agency.

Per Capita Output

287. Shri V. P. Nayar: Will the Minister of Commerce and Industry be pleased to state whether Government have information regarding the per capita yearly output in the various States in India by (i) Mining Industry (ii) Metallurgical Industry (iii) Chemical Industry and (iv) Small Scale Industries?

The Minister of Commerce and Industry (Shri Morarji Desai): No statistics are maintained in this manner. However, if the Hon'ble Member wants some specific details or statistics for any particular industry in any State, I will be pleased to furnish the same.

Government of India Press in Delhi

288. Shri S. C. Samanta: Will the Minister of Works, Housing and Supply be pleased to state

(a) how many old and worn-out printing machineries in the Government of India Press in New Delhi have been replaced since 1950,

(b) how many pre-1920 printing presses are still working,

(c) whether the output from the newly purchased machineries is satisfactory;

(d) whether there are cases where the output is low due to bad-handling and bad-placing of machineries, and

(e) if so, what arrangements have so far been made to give proper training in the matter?

The Minister of Works, Housing and Supply (Shri K. C. Reddy): (a) Eleven.

(b) None

(c) Yes, generally.

(d) Yes, in a few cases in the Govt. of India Press, New Delhi due to handling by personnel, who were not fully trained

(e) A training scheme to train the workers employed in the New Delhi Press has been stated and has been in operation from 1956.

"Yojana"

289. Shri Ansar Harvani: Will the Minister of Information and Broadcasting be pleased to state:

(a) how many copies of "Yojna" are being printed and how much expenditure is involved on it by way of printing, salary of staff and other expenses, and

(b) how many paid subscribers are there for this publication?

The Minister of Information and Broadcasting (Dr Kekar): (a) 30,000 copies of the English edition and 25,000 copies of the Hindi edition of YOJANA are being printed every fortnight. A statement showing the approximate average expenditure per issue is placed on the Table [See Appendix II, annexure No 7]

(b) Total paid circulation of the English YOJANA is 10,100 copies and of Hindi 7055 copies

Accommodation to Government Employees

290. Shri Ansar Harvani: Will the Minister of Works, Housing and Supply be pleased to state:

(a) the number of Government employees in Delhi and New Delhi who have not still been provided with accommodation by Government;

(b) how many out-of-turn allotments were made in 1956-57, in Delhi and New Delhi, category-wise?

The Minister of Works, Housing and Supply (Shri K. C. Reddy): (a) New Delhi 38,421
Old Delhi 5,263.

(b)	New Delhi	Old Delhi
Special 'B' class	14	} 'Nil'
Special 'C' class	15	
CI class	2	
DI class	105	
DII class	95	
Special 'D' class	11	} ..
'E' class	21	
'F' class	4	
'G' class	251	
'SE' class	105	
'SF' class	255	2

Silk Industry

291. Shri Jhulan Sinha: Will the Minister of Commerce and Industry be pleased to state the amount of help given by way of grants or loans for the development of Silk Industry in Bihar during the First Five Year Plan and the result achieved as a result thereof during the same period?

The Minister of Commerce and Industry (Shri Morarji Desai): The details of the financial assistance given to the Government of Bihar for development of sericulture during the period of the First Five Year Plan and the progress achieved are as follows:—

Particulars of Scheme	Amount of grant sanctioned	Expenditure upto 31-3-56	
	Rs.	Rs.	
1. Establishment of mulberry demonstration farm-cum-grainage.	20,000	13,689	The object of the scheme was to educate sericulturists on the rational methods of mulberry cultivation and silk worm rearing. The State Government surrendered Rs. 6,311 out of the grant. Upto 30-6-57, 66 disease-free layings were reared and 15 oz. of silk was reeled.
2. Establishment of basic tassar seed supply & research station, Chaubasa.	1,69,600	43,821	The object of the scheme was to prepare and supply basic tassar seed to the tassar rearers. The full grant could not be utilised due to delay in acquisition of land and construction of building.
3. Reorganisation of eri silk worm seed supply station.	67,100	Nil	The scheme was not taken up in 1955-56 as sanction was issued only in January, 1956.

No loans were sanctioned.

Cement Production

292. Shri Jhulan Sinha: Will the Minister of Commerce and Industry be pleased to state:

(a) the total quantity of cement produced from limestone during the last two years; and

(b) the total quantity produced from alternate materials during the same period?

The Minister of Commerce and Industry (Shri Morarji Desai): (a)

Tons	
1955	3,873,564
1956	4,225,789

(b) 1955	522,518
1956	702,729

Director General of Supplies and Disposals

293. Shri Morarka: Will the Minister of Works, Housing and Supply be pleased to state:

(a) the firms or companies with which the Directorate General of Supplies and Disposals has entered into long-term arrangements for the supply of stores,

(b) the nature of such arrangements; and

(c) the procedure followed in entering into such long-term arrangements?

The Minister of Works, Housing and Supply (Shri K. C. Reddy):

(a) Apart from Rate and Running Contracts in respect of stores which are in common and regular demand, long-term arrangements have been entered into with certain manufacturing firms for stores, capacity for which in the country is insufficient to meet the entire requirements, and for which arrangements for regular supply of raw materials in short supply, particularly steel and pig iron, have to be made in advance. A list of such important contracts is placed on the Table. [See Appendix II, annexure No. 8].

(b) These long-term arrangements envisage the entire capacity of the firms being booked for periods ranging from a few months to a few years for manufacture and supply of stores at its most economic prices

(c) Such contracts are concluded in consultation with the Ministry of Finance and the indentors by negotiations with firms based on their established capacity as reported by the Inspection Wing of the D.G.S. & D. Provision also exists for awarding such contracts to new-comers if they apply and subject to inspection authorities certifying that they possess the capacity and ability to manufacture the store.

Documentary Films

294. Shri S. C. Samanta: Will the Minister of Information and Broadcasting be pleased to state:

(a) how many films were supplied to the Ministries of External Affairs, Defence and Education during 1955-56 and 1956-57;

(b) how many of them were for external publicity and how many for internal exhibition;

(c) whether any cost of films was charged from any of the Ministries;

(d) if so, how much (Ministry-wise); and

(e) how the basis of cost is worked out?

The Minister of Information and Broadcasting (Dr. Keskar): (a) and (b). A statement is placed on the Table of the House [See Appendix II, annexure No 9]

(c) and (d) The cost of films was charged from Ministry of External Affairs only which paid Rs 3,29,822.06.

(e) The cost of prints charged includes charges for raw stock, processing, spools and cans and an amount to cover departmental expenditure.

Refugees from East Pakistan

295. Shri S. M. Banerjee: Will the Minister of Rehabilitation and Minority Affairs be pleased to state the number of displaced persons who have come to West Bengal from Pakistan during the period from January, 1957 to June, 1957?

The Minister of Rehabilitation and Minority Affairs (Shri Mehr Chand Khanna): 6,781.

Employment Exchanges

296. Shri S. M. Banerjee: Will the Minister of Labour and Employment be pleased to state the total number of persons employed through Employment Exchanges in the first year of the Second Five Year Plan?

The Deputy Minister for Labour (Shri Abid Ali): 1,84,604.

Khadi and Village Industries Commission

297. **Shrimati Parvathi Krishnan:** Will the Minister of Commerce and Industry be pleased to state:

(a) whether any preference is being given to Scheduled Castes and Scheduled Tribes in the matter of filling up of administrative and clerical vacancies in the Central and attached offices, of the Khadi and Village Industries Commission, and

(b) whether Government have issued any instructions to the Village and Khadi Industries Commission in this connection?

The Minister of Commerce and Industry (Shri Morarji Desai): (a) and (b) Yes, Sir

Development of Cottage Industries in U.P.

298. **Shri Radhamohan Singh:** Will the Minister of Commerce and Industry be pleased to state

(a) whether Government are contemplating to undertake any survey in the deficit areas of Eastern U.P. for establishing or assisting the Cottage Industries with a view to raise the living standard of the people there and

(b) if so, when the survey will be undertaken?

The Minister of Commerce and Industry (Shri Morarji Desai): (a) The Government of Uttar Pradesh have ordered a survey of all districts in the State in order to assess the industrial possibilities of each district. The deficit areas of Eastern Uttar Pradesh will be covered by the survey which will explore the possibilities of establishing cottage industries to improve the economic condition of the people

The Central Silk Board will shortly be conducting a survey of the eastern districts of Uttar Pradesh for assessing the possibilities of introducing sericulture.

(b) The Government of Uttar Pradesh ordered the district-wise survey in November, 1956. Appointment of staff has taken place for the purpose of this survey. The Central Silk Board is awaiting certain preliminary information about the climatic conditions of the districts before undertaking its proposed survey

Export of Shellac

299. **Shri Raghunath Singh:** Will the Minister of Commerce and Industry be pleased to state whether it is a fact that India is losing foreign markets for Shellac to other countries especially Thailand?

The Minister of Commerce and Industry (Shri Morarji Desai): Comparative figures of exports of shellac by India and Thailand are not available for all destinations. But in the case of U.S.A., one of our principal markets, Thailand's crude lac is known to have made a considerable headway, as the floor wax industry in U.S.A., which is the main consumer of lac, is reported to have evolved a new product called refined bleached shellac which can only be made from crude lac and not from shellac

There has been a fall in the value of shellac exported during 1956-57 as compared to the previous year, but the quantity exported has been on the increase. Thailand's shellac does not offer serious competition to the Indian product. A statement showing exports of Indian shellac to various countries during the years 1954-55, 1955-56 and 1956-57 is placed on the Table of the House [See Appendix II, annexure No 10]

Employees Provident Fund Organisation

300. **Shri S. M. Banerjee:** Will the Minister of Labour and Employment be pleased to state

(a) whether it is a fact that there is no uniformity of scales of pay and allowances and service conditions of

the members of the staff of the Employees Provident Fund Organisation throughout India; and

(b) if so, the reasons therefor?

The Deputy Minister of Labour (Shri Abid Ali): (a) Yes; while the Central Office and the Delhi Regional Office follow Central Scales, the Regional offices follow State Scales

(b) The Employees Provident Fund Scheme visualised decentralisation of the Employees' Provident Fund administration. In view of this, State scales were adopted in respect of the regional offices.

CALLING ATTENTION TO MATTER OF URGENT PUBLIC IMPORTANCE

TATANAGAR TRAIN COLLISION

12 hrs.

Shri Tanti (Sikar) Sir, Under Rule 197 of the Rules of Procedure, I beg to call the attention of the Minister of Railways to the following matter of urgent public importance and I request that he may take a statement thereon —

"Tatanagar Train collision on the night of the 23rd July, 1957"

The Minister of Railways (Shri Jagjivan Ram): Sir, in continuation of the statement I made yesterday with regard to the collision that took place on the night of 23-7-57 just outside the Down outer signal of Tatanagar between Gua-Tata passenger and 304 Down Hazaribagh-Ranchi-Howrah Express running on the Adityapur-Tatanagar section, the latest information shows that a total of 60 passengers were injured, out of whom five were seriously injured. In addition to the relief train from Chakradharpur, the District Headquarters, which arrived the site of the accident at 0-20 hours on 24-7-57, a special train with the General Manager and other principal officers arriv-

ed at the site of the accident at 9-15 hours.

Three Railway Doctors from Tatanagar reached the site of the accident immediately and attended to all the 55 cases of minor injuries. First aid was also given to the five serious cases, of whom three were Government servants on duty with the trains and two were passengers. Out of these five serious cases, four were sent to the hospital, all of whom are doing very well and the fifth passenger was allowed to go away at his own request after the necessary medical aid on the spot.

The approximate damage to railway property was Rs 11,000.

The section over which the train was running is fully interlocked. The Driver of 304 Down Express has stated that the headlight of the train engine was burning at that time. The exact cause of the collision is under enquiry by the Government Inspector of Railways, who has started his statutory enquiry at Tatanagar on the 24th instant, which is still continuing. Normal double line working has been introduced at 11.15 hours on 24-7-57

FOREIGN EXCHANGE REGULA- TION (AMENDMENT) BILL*

The Deputy Minister of Finance (Shri B. E. Bhagat): 'Sir, I beg to move for leave to introduce a Bill further to amend the Foreign Exchange Regulation Act, 1947'

Mr Speaker The question is

"That leave be granted to introduce a Bill further to amend the Foreign Exchange Regulation Act, 1947"

The motion was adopted.

Shri B. E. Bhagat: Sir, I introduce the Bill

RE: QUESTION OF PRIVILEGE

Shri V. Raju (Visakhapatnam) Mr. Speaker, I had given a privilege motion, which I would like to refer to at the moment.

Mr. Speaker: Order, order The hon Member sent me a privilege motion Under the rules, it is for the Speaker to give consent and if he gives consent he will intimate to the Member that he may raise it on the floor of the House I received a telegram with respect to the same matter and I am not satisfied that there is a breach of privilege Therefore, I have referred it under rule 227 to the Rules Committee for their opinion and report I have intimated to the hon Member that I am not giving consent and, therefore, he ought not to raise it There are, under the rules, provisions for giving consent by the Speaker before certain matters are brought before the House

I am noticing a tendency on the part of some Members that notwithstanding the fact that I intimate to them that I withhold consent on a particular matter on its merits they get up and make reference to it I will take serious notice of this as a contravention of the order of the Speaker They consider that, automatically when some motion is given, notwithstanding the rules and notwithstanding the fact that the Speaker can exercise discretion in certain matters, they can take the law into their own hands and bring it before the House I will have to deal with them seriously Otherwise, the rules will have to be scrapped and I will be merely a dummy here receiving every paper and bringing it before the House

That is the situation today to which they would like to reduce the Speaker and that is what I told the hon. Member. I take serious notice of it, if he still persists If he still thinks that I must bring it before the House, he may come to my Chamber. This is not the forum. I refuse to give consent and I proceed to the next item.

Shri V. Raju: I do not know whether you informed the House that you have sent the matter to the Rules Committee

Mr. Speaker: I need not say all that.

Shri V. Raju: Mr. Speaker, you have sent the paper to the Rules Committee

Mr. Speaker: Order, order I withhold my consent to bring the motion and I am not satisfied that it is a matter of privilege at all

Shri V. Raju: But that is not the information given to me by your staff. The staff members came and told me that you had already sent the motion to the Privileges Committee. That means you have allowed the motion. Therefore, if you have sent it to the Privileges Committee, you should inform the House that you have referred it to the Privileges Committee

Mr. Speaker: The hon Member will kindly read the rules Matters are allowed to be raised in the House in which case they can be sent to the Privileges Committee Independently, however, if the Speaker has got doubts, he can refer, for his own information, certain matters

The matter in substance is this. I received a telegram that one hon. Member was arrested. He sent me a telegram that he was not produced before the Magistrate within less than 24 hours ..

Shri V. Raju: For fourteen days.

Mr. Speaker: Let it be so Under the rules or, generally under the law, whether in England or here, no exception or no special privilege attaches to the Member merely because the matter is reported to the House He can go to the Supreme Court or if it is an illegal arrest, to any other Court competent to deal with the matter. According to the Fundamental Rights of our Constitution, he has no special Fundamental Rights as a Member All that has to

[Mr. Speaker]

be done by the Magistrate is to intimate the House so as to put it on notice regarding the inconveniences, if any, that is caused to the House. No more privilege arises. I did not want to commit myself in regard to this position though I am clear about this matter. The hon Member has forced me to say so I wanted to guard, in exceptional circumstances, the safety of the Members of this House. But, this is the way in which the hon. Members make it impossible for me to give them some guarantees; notwithstanding there is no such provision under the ordinary law, I would like to stretch it and establish a convention. But, this is the result of what the hon Member has done

So far as this matter is concerned, I refuse to give my consent. I did refuse to give my consent.

Shri V. Raju: I do respect the Chair. The staff come and tell me a particular position and you take a different position. Whom am I to accept or believe? I was told that it had been sent to the Privileges Committee but you say that it has been sent to the Rules Committee. How am I responsible for any disrespect to the Chair when the staff members come and tell me that you have already sent it to the Privileges Committee.

Mr. Speaker: Even if it has been sent to the Privileges Committee under rule 227, I do not allow the hon Member to raise it here. (Interruptions) Even after all these, if he wants to disobey, he will take the consequences of disobeying the Chair. The House will now resume further discussion of the Demands for Grants relating to the Ministry of Education and Scientific Research. Out of four hours allotted for the Demands of this Ministry, one hour has already been availed of and three hours now remain. Ten more minutes have been taken in this discussion in the House....

Shri V. Raju: The officers come and tell me.

Mr. Speaker: The business and the work of this House ought not to be interrupted like this; it ought not to be interrupted except on a notice which I allow to be brought before the House. It is open to me to consider it in my Chamber and not to allow a particular motion to be brought. In that case, the hon. Members can come to my Chamber and convince me that it should be brought and then I will bring it before the House. They have no right to interrupt the proceedings of the House. I have been noticing it. That is why, special rules have been provided for.

If I am in the wrong, I will certainly change and I will consent to it. I am not going to allow this to be brought up before the House though I was informed that he was going to raise it, notwithstanding the fact that I was not allowing him to bring it. (Interruptions) Order, order. The hon Member will kindly read the rules. Let the matter end here.

DEMANDS FOR GRANTS—Contd

MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

Mr. Speaker: The list of Selected Cut Motions relating to the Demands of this Ministry has already been circulated to Members on the 25th July, 1957. I shall ask Members to move these cut motions subject to their being otherwise admissible.

How much time would the hon Minister require for reply?

The Minister of State in the Ministry of Education and Scientific Research (Dr. K. L. Shrinani): I will need at least half an hour.

Mr. Speaker: The debate should conclude at 3 P.M. today. So, I will call upon the Minister of Education and Scientific Research to reply to the debate at 2-30 P.M.

The cut motion numbers are as follows:

Demand No.	No. of Cut Motion
13	586, 651.
14	587, 85, 588.
18	240, 241.
21	3, 590, 591, 86 to 88, 593, 594, 595, 606, 610 to 614.

Policy in regard to promotion of technical education

Shri Vasudevan Nair (Thiruvella): I beg to move:

"That the demand under the head 'Ministry of Education and Scientific Research' be reduced to Re. 1."

Inordinate delay in sanctioning the grant of house rent allowance and city allowance to employees of the Indian Association for the Cultivation of Science at Jadavpur in Calcutta.

Shri Sadhan Gupta (Calcutta-East): I beg to move:

"That the demand under the head 'Ministry of Education and Scientific Research' be reduced by Rs. 100."

Discrimination in the case of certain areas and Provinces

Shri Vasudevan Nair: I beg to move:

"That the demand under the head 'Archaeology' be reduced to Re. 1."

Centralisation of archaeology and neglect of Orissa ancient monuments.

Shri Supakar (Sambalpur): I beg to move:

"That the demand under the head 'Archaeology' be reduced by Rs. 100."

Repairs, maintenance and upkeep of monuments in Madras State

Shri Tangamani (Madurai): I beg to move:

"That the demand under the head 'Archaeology' be reduced by Rs. 100."

Failure to carry out proper Geological Survey in the Southern States of India.

Shri Sampath (Namakkal): I beg to move:

"That the demand under the head 'Geological Survey' be reduced by Rs. 100."

Desirability of conducting archaeological exploration in eastern coasts of Tamilnad

Shri Sampath: I beg to move:

"That the demand under the head 'Geological Survey' be reduced by Rs. 100."

Educational policy of the Indian Government

Shri B. Dasgupta (Purulia): I beg to move:

"That the demand under the head 'Education' be reduced to Re. 1."

Lack of any well defined principle in the distribution of grants to the States

Shri Vasudevan Nair: I beg to move:

"That the demand under the head 'Education' be reduced to Re. 1."

Encouraging Public Schools.

Shri Vasudevan Nair: I beg to move:

"That the demand under the head 'Education' be reduced to Re. 1."

Necessity of introducing free and compulsory education in selected areas

Shri Supakar: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Policy regarding technical education

Shri Supakar: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

National Book Trust

Shri Supakar: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Scheme for giving relief to educated unemployed

Shri Vasudevan Nair: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Question of a uniform pay scale for primary teachers

Shri Vasudevan Nair: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Problem of bettering the service conditions of teachers

Shri Vasudevan Nair: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

More grants for Kerala State to convert some of the arts colleges into technical institutions

Shri Vasudevan Nair: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Inadequate grants sanctioned to Madras State for Primary Education

Shri Tangamani: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Grants sanctioned to State Governments for enhancing primary teachers' salaries

Shri Tangamani: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Failure to provide education for handicapped and juvenile delinquents

Shri Tangamani: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Working of Sahitya Akademi

Shri Tangamani: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Delay by Sahitya Akademi in bringing Tamil translation of Arabic Fable '1001 Nights'

Shri Tangamani: I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100."

Mr. Speaker: Now, the above Cut motions are before the House. Four hours have been allotted for this subject out of which we have spent one hour.

Shri Bimal Ghose (Barrackpore): So, this subject should close at 15.15 hours.

Mr. Speaker: 15 minutes does not matter.

After the Minister's reply the Cut Motions will be disposed of and the Demands put to vote.

Shri Thirumalaiah (Kolar-Reserved-Sch. Caste): Mr. Speaker: Sir, I rise to support the Demands for Grants relating to the Ministry of Education and Scientific Research. I only want to make a few observations as far as this Ministry is concerned.

We have appointed many commissions to go into the question of secondary and higher education,

whereas we have not yet entered into the field of primary education and enquired about the plight of the primary school teachers in this country. Their position is really miserable. It is high time that the Government gives due consideration to this matter, and enquires into the conditions under which the primary school teachers are working, and also their position in the society.

These primary school teachers, who work in the rural parts of the country, are in a miserable position. Their salary is not sufficient to maintain themselves in the rural parts. I know that the Ministry has recommended that 50 per cent of the enhanced salary will be given by the Central Government and the other 50 per cent may be paid by the State Governments. I do not know how far the State Governments have co-operated with this proposal, and how many States have come forward to agree with this proposal.

Therefore, I submit that the Government should take a serious note of the position of the primary school teachers, make an effort to enquire into their pay structure and try to improve their pay scales as early as possible. These primary school teachers are the people who lay the foundation for the career of our young boys, and it is they who lay the foundation to make our young boys good citizens of the future. I would, therefore, request the Government kindly to look into this matter as early as possible.

Coming to the question of giving compulsory education, it is stated in the Constitution that it shall be the duty of the State to introduce compulsory education and give free education to all the people in this country. Even ten years after the Constitution came into existence we have not been able to implement that provision. At the same time, we are taxing the people for education and other things. There is no moral justification for taxing the people in this country without even giving them free elementary education. There-

fore, whatever may be the financial difficulties, it is the moral duty of the Government to introduce compulsory education as early as possible in this country.

A vast majority of the people of this country are in a backward position so far as education is concerned. Literacy is very low in this country, and it is high time that the Government gives priority to this question of introducing compulsory education. If democracy has to be successful education is very essential. I would, therefore, once again, request the Government to introduce compulsory education as early as possible, especially in the rural parts of the country, where the people are illiterate and have no facilities even to get elementary education.

I now come to the question of scholarships for Scheduled Castes and Scheduled Tribes. No doubt, a large amount has been set apart for awarding scholarships to Scheduled Castes and Scheduled Tribes, but a vast number of students belong to the Backward Classes are going every year without scholarships. I admit that every student belonging to Scheduled Castes and Scheduled Tribes is getting scholarship, but a vast majority of these Backward Class students are not getting. Though the number of students is increasing every year, I do not think the amount of scholarship is being increased. I would, therefore, request the Government to see that the amount of scholarship allowed every year is increased in proportion to the increase in the number of students who apply for this scholarship.

I understand that though these scholarships are given to the students they are actually awarded at the far end of the year, sometimes the scholarships are distributed after the examinations, whereby the very purpose for which these scholarships are granted is not served. The students cannot have any benefit from these scholarships if they are given after the year is over. Therefore, I would request the hon. Minister to enquire

[Shri Thimmaiah]

why these amounts are delayed, why they are paid after the examinations are over. I want him to look into this matter, particularly, and set right things.

As far as discipline of students in this country is concerned, I think the standard is going down. I beg to submit that the Bhonsle National Discipline Scheme must be given due consideration by the Government. This National Discipline Scheme must be introduced in every part of this country. There should be a proper organisation to see that it is introduced in every school and college in this country, so that the students may be kept in good discipline and they may grow as good citizens of the country. Sufficient financial aid must be given for the introduction of the scheme in all schools and colleges. I know the Minister has, already got this scheme in his mind, because the Ministry has sanctioned about Rs. 7 lakhs for the introduction of this National Discipline Scheme. I would request him to see that necessary amount is allotted, so that this scheme may be introduced throughout the country.

About this development of Hindi, I understand from the figures here that non-Hindi areas, where Hindi has not yet been developed, where Hindi is not the mother-tongue, have been given less amounts than areas where Hindi is the regional language. This is not correct. I submit that non-Hindi areas, particularly the south, should be given larger sums of money for the development of Hindi. There are various organisations working in these parts for the development of Hindi, and these organisations must be given sufficient sums of money to enable them to carry on their work. The Government should also ask for a report from them every year to see how far the money given has been well spent and how far Hindi has developed in those areas. I hope the Minister will take interest to see that proper encouragement is given to the southern parts of the country for the

development of Hindi, because Hindi is not a regional language in those parts, and thus see that Hindi is spread throughout the country as early as possible.

Every year a dozen students belonging to the Scheduled Castes, Scheduled Tribes and Backward Classes are sent to foreign countries under the foreign scholarship scheme. I am at a loss to know whether they have made proper use of these scholarships, whether they have been successful in the examinations in foreign countries. I also do not know whether after their return they are given appointments here or not. I would request the Minister to tell us what their fate is after they return from foreign countries on completion of their education.

In this connection I would like to point out that only 12 students from these backward classes are sent every year. I submit that in all other schemes of foreign scholarships, no backward class students or Scheduled Castes students are generally selected to go abroad for education. Therefore, I request the Minister kindly to see that the number of students sent abroad among these three categories of backward classes may be increased and that every year that number must be doubled, so that a large number of students may have the benefit of foreign education from this country.

Lastly, I come to the educated unemployment scheme. I understand that this scheme is meant only to give some appointments to primary school teachers. I do not know how many of the Scheduled Castes people have been benefited by this educated unemployment. I request the hon. Minister to see that the educated unemployed among the Scheduled Castes people are also benefited under this scheme, because I am aware that in my State no Scheduled Castes people have been benefited, as far as this scheme is concerned. So, I request the hon. Minister to see that these people are also benefited.

की अध्यक्षी (विलीयर) . अध्यक्ष
महोदय : शिक्षा विभाग ने जो अनुदान की
मांग की है उस के सम्बन्ध में मुझे कुछ निवेदन
करना है। सब से पहले तो मैं यह कहना
चाहूंगा कि इस देश के भन्दर जनता में दो
प्रकार की भूल है। एक पेट की भूल है
और दूसरी शिक्षा की भूल है। हम देश
के भन्दर सामान्य जनता के भन्दर जो पेट
की भूल है और शिक्षा की भूल है, इन
दोनों के बारे में मैं समझता हूँ कि जहाँ तक
स्वास्थ्य विभाग का सम्बन्ध है, उन ने अभी
तक जनता का पेट नहीं भरा और जो
शिक्षा विभाग है उस की ओर से मन
और भस्तिष्क की प्रयत्न जो शिक्षा
की भूल है उसके लिये कोई ऐसे कार्य नहीं
किये गये, जिन से कहा जा सके कि जनता
की यह भूल मिटी है।

भारत सरकार के शिक्षा मंत्रालय की
हिन्दी सम्बन्धी जो नीति है, और उन ने
अभी तक इस सम्बन्ध में जो कार्य किया है,
उस के लिये मैं कहना चाहूंगा कि वह
सन्तोषजनक नहीं है। पहली बात जो मुझे
निवेदन करनी है वह यह कि शिक्षा मंत्रालय
गत कई वर्षों से विभिन्न विभागों के जो
टेकनिकल प्रशिक्षण पारिभाषिक शब्द हैं,
उन के अनुवाद का कार्य कर रहा है। कल
भी एक माननीय सदस्य ने निवेदन किया
था, मैं भी कहना चाहता हूँ कि यह कार्य
अभी सन्तोषजनक नहीं है। मैंने जब शिक्षा
विभाग की गत वर्ष की रिपोर्ट पढ़ी तो मालूम
हुआ कि सरकार यहाँ बैठ कर के कुछ व्यक्तियों
के द्वारा शब्दों के निर्माण का कार्य करती
है। मैं इस सम्बन्ध में एक सुझाव देना
चाहूंगा और कहना चाहूंगा कि चूँकि यह
बहुत ठोस और स्थायित्व का कार्य है इस
लिये इस कार्य का केन्द्रीकरण नहीं होना
चाहिये। यह एक साहित्यिक कार्य है,
इस लिये इसका विभाजन, डिस्ट्रीब्यूशन
होना चाहिये। एक स्थान पर बैठ कर
शब्दों का निर्माण हो यह उचित नहीं है,
बल्कि कि शिक्षा विभाग ने कुछ महसूस किया
होना। जब शब्दों का निर्माण होता है

तो विभिन्न व्यक्तियों के पास यह भेजे जाते
हैं, उन की राय उन पर ली जाती है।
इससे बहुत समय नष्ट होता है। मैं समझता
हूँ कि शिक्षा विभाग को चाहिये कि अधिक
में जो शब्दों का निर्माण हो उन को जो देश
की विभिन्न साहित्यिक संस्थाएँ हैं, बड़े
बड़े विश्वविद्यालय हैं, उन में जो साहित्यिक
व्यक्ति हैं, उन के जिम्मे दिया जाये।

दूसरी बात मुझे हिन्दी के प्रसार के
सम्बन्ध में कहनी है। मैंने भारत सरकार
के शिक्षा मंत्रालय की गत वर्ष की रिपोर्ट
को देखा। उस के देखने से मालूम हुआ कि
भारत सरकार हिन्दी प्रसार के सम्बन्ध में
और कुछ साहित्यिक पुस्तकों के निर्माण
के सम्बन्ध में कुछ एक साहित्यिक संस्थाओं
को अनुदान दिया करती है। मुझे यह देख
कर आश्चर्य और दुःख हुआ कि प्रारम्भ से
जिस राष्ट्रभाषा प्रचार समिति के बारे में
मैं सुना करता था, जिस का प्रधान कार्यालय
दरवा में है और जिस से हमारे पूज्य
महाराजा गायी, और बड़े बड़े व्यक्तियों का
सम्बन्ध रहा, और जिस ने अहिन्दी भाषा
भाषी प्रान्तों में हिन्दी के प्रसार के लिये बहुत
कार्य किया, उसके लिये कुछ अनुदान का
पैसा नहीं रक्खा गया। जब कि कुछ शिक्षा
संस्थाएँ ऐसी हैं जिन के नाम भी नहीं सुने
गये हैं, उन को अनुदान दिये जाते हैं। मैं
शिक्षा मंत्रालय से जानना चाहूंगा इन
मन्य प्रों के कार्य के लिये जो पैसा दिया
जाता है, हजारों की तादाद में लम्बी चीड़ी
रुबमें दी जाती है, उनसे उन्होंने क्या कार्य
किया है, इस की कोई रिपोर्ट भी है या नहीं।
शिक्षा मंत्रालय उन से पूछे कि उन्होंने क्या
कार्य किया। दो तीन दिन हुये मैं ने इस
सम्बन्ध में रिपोर्ट देखी। एक केन्द्रीय
शिक्षा सुधार समिति है, हमारे शिक्षा उप-
मंत्री उसके अध्यक्ष हैं। मैंने रिपोर्ट में
देखा कि एक प्रस्ताव स्वीकार किया गया
है अहिन्दी भाषाभाषी प्रान्तों में पूरी जानकारी
हासिल करने के लिये कुछ ऐडवाइजर्स
नियुक्त किये जायें और उन को वहाँ भेजा
जाये। हम सब जानते हैं कि वहाँ को

[श्री प्रसन्नी]

क्या आवश्यकतायें हैं। इस प्रकार की जो पोस्ट्स धीरे धीरे बनाये जा रहे हैं उस से हमारे धन का प्रपञ्च होता है। धीरे धीरे उस से कोई लाभ नहीं होता है। मैं चाहूंगा कि जहाँ तक हिन्दी के प्रसार का प्रश्न है, शिक्षा मंत्रालय स्टेट्स को बताये कि क्या कार्य किया जाना चाहिये। आज सब लोग जानते हैं कि आज जो आफिसर्स की पोस्ट्स होती हैं उन पर खर्च किया हुआ खर्चा बरबाद जाता है। इस तरह से यह होगा कि हम धन का प्रपञ्च बन्द हो जायेगा।

इसके बाद जो गम्भीर सतरा धा रहा है, मैं उस की धीरे धीरे करना चाहता हूँ। मुझे पता नहीं है कि हमारा शिक्षा मंत्रालय इस से अवगत है या नहीं। हम सदन के अधिकांश सदस्यमण जानते हैं कि भाषा और लिपि का प्रयोजनान्तरित और चोली दामन का साथ हुआ करता है। यदि भाषा शरीर है तो लिपि उस की रीढ़ हुआ करती है। लिपि के सम्बन्ध में अभी कुछ वर्ष पहले उत्तर प्रदेश में एक लिपि सुधार कांग्रेस हुई थी, जिस में हमारे उपराष्ट्र-पति अध्यक्ष थे। उस में लिपि को सुधारने की बात कही गई और इस भारत वर्ष के सब से बड़े प्रदेश उत्तर प्रदेश ने इस की अनुमति की। हिन्दी भाषा की नागरी लिपि में, जो कि बड़ी वैज्ञानिक लिपि है और जिस के बारे में कोई मतभेद नहीं है, कुछ प्रजीव व गरीब परिवर्तन किये गये हैं छोटी मात्रा, बड़ी मात्रा, हल्का इन सब के विषय में बड़े ही हास्यस्पद और ऊल जलूल परिवर्तन किये गये हैं। मुझे पता नहीं शिक्षा मंत्रालय इससे अवगत है या नहीं, परन्तु उत्तर प्रदेश सरकार ने पांचवी कक्षा तक की किताबें उसी लिपि में छप-वानी शुरू कर दी है। उसी में पढ़ाई होती है और अध्यापकों को बड़ी कठिनाई पड़ती है। मैं स्वयं अध्यापक हूँ। जब वह पुस्तकें विद्यालयों को पढ़ाई जाती हैं, तो मुझे उस की देख कर दुःख होता है

इसके लिये तर्क यह दिया जाता है कि जब टाइपराइटर बनाये जायें तो खर्च में जो आज की लिपि है, वह ठीक से नहीं आनेगी, इस लिये उस में सुधार किया गया है। यह तर्क भी दिया जाता है कि यह लिपि इस लिये बदली जाती है कि उसको शीघ्रता से लिखा जाये। मैं स्पष्ट रूप से कहना चाहूंगा अपने शिक्षा मंत्रालय से कि वह इस धीरे धीरे ध्यान दे। उत्तर प्रदेश सरकार मनमाने ढंग से लिपि का सुधार कर रही है। जो तर्क दिया जाता है उससे तो केवल यही होगा कि लिपि मशीन के पीछे चले और भाषा लिपि के पीछे चले। यह नहीं होना चाहिये। यह बड़ा मौलिक प्रश्न है और मैं चाहूंगा कि शिक्षा मंत्रालय इस की धीरे देखे और लिपि को बिगाड़ा जा रहा है उसके विकृत रूप की धीरे ध्यान दिया जाये। अभी मैंने रिपोर्ट को देखा। शिक्षा मंत्रालय ने हिन्दी टाइप-राइटर का एक की बोर्ड बनाया है। जो की बोर्ड बनाया गया है उसके बारे में कुछ संस्थाओं ने भारत सरकार से लिखा पढ़ी भी की लेकिन अभी तक गोलमोल जवाब दिया जा रहा है। मैं चाहूंगा कि शीघ्र इसके बारे में जानकारी संस्थाओं को दी जाये ताकि उसका प्रचार हो सके।

दूसरी बात मुझे अपने देश की शिक्षा प्रणाली के बारे में कहनी है। हमारे यहाँ जो शिक्षा प्रणाली प्रचलित है वह बड़ी है जो अंग्रेजों द्वारा शुरू की गयी थी। इसमें कायदे कोई मतभेद नहीं है कि आज जो हमारे यहाँ शिक्षा प्रणाली है वह बहुत ही दूषित है और इस विषय में सब एकमत हैं कि इसमें आमूल परिवर्तन होना चाहिये। मैं समझता हूँ कि आज जिस शिक्षा प्रणाली का देश में प्रयोग किया जा रहा है वह न केवल दूषित और हानिकारक है बल्कि सबसे बड़ी खराबी तो उसमें यह है, यैसा कि एक माननीय सदस्य ने कहा, कि उसके कारण देश में शिक्षित बेकार पैदा हो रहे हैं।

यह देश का दुर्भाग्य है कि एक तरफ तो देश में मुश्किल से ५ या ६ प्रतिशत लोग साक्षर हैं और बाकी समस्त जनता अशिक्षित है, निरक्षर है, और दूसरी ओर जो लोग शिक्षित हैं उनको उचित काम नहीं मिलता । आज जब एक विद्यार्थी दसवीं या आठवीं या बी० ए० पास करता है तो सबसे बड़ा सवाल उसके सामने नौकरी का आता है । आज जो शिक्षा देश में दी जा रही है वह केवल काहिल और कलम घिसने वाले पैदा कर रही है । मैं चाहूंगा कि इस सम्बन्ध में भारत सरकार का शिक्षा मंत्रालय गम्भीरता से विचार करके एक योजना बनावे ताकि वे जो शिक्षित बेकार पैदा हो रहे हैं वे पैदा न हों । यहां पर कहा गया कि जो शिक्षित बेकार हैं उनको काम दिया जा रहा है, उनको प्राइमरी स्कूलों में अध्यापक बनाया जा रहा है । मैं आपसे कहता हूं कि आप इनको कहां तक काम देंगे । हर साल लाखों की तादाद में ग्रेजुएट और पोस्ट ग्रेजुएट जो निकल रहे हैं उनको आप कहां तक काम देंगे । इसमें शक नहीं कि वर्तमान शिक्षा प्रणाली के फलस्वरूप शिक्षित बेकार ज्यादा पैदा हो रहे हैं । इसलिये अच्छा हो यदि आप हायर सैकेंडरी शिक्षा के बाद आर्ट्स की उच्च शिक्षा को कुछ समय के लिये स्थगित कर दें । इसको कोई हर्ज नहीं होगा क्योंकि ये जो शिक्षित बेकार निकल रहे हैं यह सरकार के सामने एक समस्या ही है । अगर देश में काहिल आदमियों का पैदा करना बन्द हो जाये तो अच्छा ही होगा ।

एक बात मैं प्राइमरी शिक्षा के सम्बन्ध में कहना चाहता हूं । सरकार ने हायर सैकेंडरी एजुकेशन और बेसिक एजुकेशन के सम्बन्ध में कमीशन बनाये और अनेक योजनायें बनायी हैं । लेकिन वे योजनायें थोड़ी ही हैं । आज देश में समाजवाद का नारा जोरों से लगाया जाता है । इस बारे में कोई भी मतभेद नहीं है कि समाजवाद आना चाहिये लेकिन अभी इस देश में

समाजवाद आकाश में उड़ रहा है । अभी यहां समानता नहीं आयी है । आज आप हमारे देश में प्राइमरी स्कूलों की हालत को देखें । ऐसे स्कूल हैं जहां पर अगर बिल्डिंग है तो अध्यापक को ठीक समय पर वेतन नहीं मिलता । अगर अध्यापक हैं तो बिल्डिंग नहीं है । अगर अध्यापक और बिल्डिंग मौजूद है तो पढ़ने वाले नहीं हैं । एक ओर ऊंचे वर्ग के बच्चों के लिये विदेशी पद्धति के मांटसरी स्कूल हैं । वहां बिल्डिंग आदि सब कुछ ठीक है । दूसरी ओर जो देश में असह्य किसान रहते हैं और गरीब लोग रहते हैं उनके बच्चों के स्कूलों के लिये बिल्डिंग तक नहीं है । मैं चाहूंगा कि बेसिक एजुकेशन में तो समानता होनी चाहिये । इसमें कोई भेदभाव नहीं होना चाहिये । यदि आज एक मिनिस्टर के बच्चे या किसी पूंजीपति के बच्चे और एक किसान का लड़का एक ही शिक्षा संस्था में पढ़ेंगे तो आगे चलकर उनमें समानता का भाव पैदा होगा । लेकिन यदि उनको वर्तमान प्रकार से अलग अलग शिक्षा दी जायेगी तो हमारे यहां अनेक वर्ग पैदा होंगे और यही आगे चल कर समाजवाद को नष्ट करने वाले कीटाणु होंगे । मैं चाहूंगा कि प्राइमरी शिक्षा में समानता आनी चाहिये । इसमें मौलिक परिवर्तन की आवश्यकता है ।

दूसरी बात मैं अध्यापकों के सम्बन्ध में कहना चाहूंगा । मैं भी उसी वर्ग का एक व्यक्ति हूं । विद्यार्थी से अध्यापक बना और अध्यापक से लोक सभा का सदस्य बना दिया गया । लेकिन यद्यपि मैं यहां बैठा होता हूं, मेरा मन अध्यापकों के बीच में ही रहता है, क्योंकि मैं भी एक भुक्तभोगी हूं । प्राइमरी स्कूलों के अध्यापकों की दयनीय दशा है । जो शिक्षक माध्यमिक संस्थाओं में लगे हैं उनकी भी अधोगति है । आज भारत सरकार माध्यमिक शिक्षा के अध्यापकों के वेतन बढ़ाने के लिये कुछ सहायता देना चाहती है । लेकिन मैं आपसे कहना चाहूंगा कि कई प्रदेश सरकारें अपने

[श्री प्रबन्धी]

यहाँ बेलन के इस नियम को लागू नहीं कर रही हैं। अध्यापकों को भरपेट भोजन नहीं मिलता और आप उनसे आशा करती हैं कि वे देश का निर्माण करें। यह कैसे सम्भव हो सकता है। आप उनको इसना तो दीजिये कि वे अपना पेट भर सकें।

आपके शिक्षा विभाग में एक सांस्कृतिक विभाग खुला हुआ है। आज भित्तव्ययता की बात हो रही है लेकिन दूसरी तरफ मैं देखता हूँ कि धन का दुरुपयोग हो रहा है। मैंने सन् १९५६-५७ की रिपोर्ट को देखा है। मैं एक उदाहरण देना चाहता हूँ। इस रिपोर्ट के पेज ६५ पर लिखा है कि जो विदेशी छात्र यहाँ आयेगे उनके रहने सहने के लिये दिल्ली में एक इंटरनेशनल स्टूडेंट्स हाउस खोला जायेगा और उस में करीब चार लाख ६८ हजार रुपया व्यय होने की स्कीम है। दिल्ली में अशोक होटल जैसे बड़े बड़े होटल खुले हुये हैं जिनमें बहुत से कमरे खाली रहते हैं। वे लोग इनमें रह सकते हैं। क्या आवश्यकता है कि इस इंटरनेशनल स्टूडेंट्स हाउस को खोला जाये। मैंने रिपोर्ट में देखा है कि यूथ इन्स्टीट्यूट खोलने की योजना है। कई स्थानों पर जो नान स्टूडेंट्स हैं उनके लिये क्लब खोले जायेंगे। एक तरफ वे चीजें खोली जा रही हैं और दूसरी तरफ दशा यह है कि लोग भूखों मर रहे हैं। जब देश की सरकार एक एक पैसे की बचत की बात सोच रही है तब दूसरी ओर इस प्रकार धन का दुरुपयोग हो रहा है। यह बन्द होना चाहिये।

विदेशियों को जो हमारे मिशन जाते हैं मैं उनका बिरोधी नहीं हूँ लेकिन जो यह भीड़ लग जाती है जिसमें लाखों रुपया लग जाता है यह बन्द होनी चाहिये।

मैं समझता हूँ कि मन्त्रालय देश के सामने समाजवाद का आदर्श उपां स्था १ ३:३ शिक्षा के द्वारा इस आदर्श का प्रचार बहुत

वीधता से हो सकता है। मैं चाहता हूँ कि शिक्षा विभाग इन चीजों को देखे और जो कुछ मैंने नीति के बारे में शिक्षा पत्रिका के बारे में कहा है उस पर उचित ध्यान दे। इन बच्चों के साथ मैं आपकी बन्धवाद करता हूँ।

बीजती बसिबेन पटेल . (प्रानन्द) :
अध्यक्ष महोदय, मैं शिक्षा मन्त्रालय के बारे में कुछ कहना चाहती हूँ। दिल्ली के बच्चों की शिक्षा केन्द्रीय सरकार ने अपने जिम्मे ली है ऐसा मानना चाहिये क्योंकि दिल्ली का सारा शासन ही केन्द्र के हाथ में है।

दिल्ली में गरीब से गरीब आदमी का बच्चा शिक्षा पा सके ऐसा प्रबन्ध होना चाहिये और कम से कम बच्चों में शिक्षा पा सके ऐसा करना चाहिये। इधर हम देखते हैं कि जो स्कूल म्यूनिसिपैलिटी चलाती है उसमें ऐसा नियम है कि बच्चों को बूट और मोजा पहिन कर आना चाहिये। मैं पूछनी हूँ कि अपने देश में गरमी के मौसम में क्या बूट और मोजे जरूरी चीज हैं। अगर बूट और मोजे पहिन कर आये तो बच्चों की शिक्षा दो जाती है। अगर म्यूनिसिपल शालाओं में इस तरह के नियम होंगे तो हमारे गरीब बचप्राप्तियों के और दूसरे गरीब आदमियों के बच्चे कैसे पढ़ सकेंगे।

شکشا اور ويگماتک کو پیشا ملتوں

(مولانا آزاد) - دہلی مونسپلٹی

کے جملے سکول میں - کیا ان میں

یہ شرط ہے کہ بوت اور موزے پہن کر

پہن آئیں؟

[The Minister of Education and Scientific Research (Mashana Asad): Is it compulsory in all the schools of the Delhi Municipal Committee that children should come to the schools with socks and shoes on?]

श्रीमती मस्तिखेन पटेल: एक स्कूल के बारे में मैं जानती हूँ कि इसी कारण एक बच्चे को बाहर निकाल दिया गया और वह बेचारा रोते रोते घर आ गया।

مولانا آزاد - میں جہاں تک

سمجھتا ہوں - مونسپل سکولوں میں

یہ شرط نہیں ہے -

[Manjana Asad: As far as I know, there is no such compulsion in the municipal schools.]

श्रीमती मस्तिखेन पटेल जो मैं कह रही हूँ, वह बिल्कुल सही है। मैं ऐसे स्कूल का नाम दे सकती हूँ।

इतना ही नहीं, उन स्कूलों में सिनाई की क्लास होती है और बच्चे को कहा जाता है कि सिनाई के लिये घर से पापनीन लाना। भालि यह क्या है? अगर बच्चे को घर में कपड़ा लाना है, तो कोई भी कपड़ा लावे यदि कहना ही हो तो उस को हाथ-करघे—हुँडनूष—का कपड़ा या खादी लाने के लिये कहा जाता चाहिये न कि पापनीन। भग। निवेदन है कि मन्त्रालय इन बातों को और ध्यान दे।

सारे देश में स्कूलों का समय १६ में ५ होता है परन्तु यहाँ पर मधुरे ८ बजे है। मैं मधुरे जब घूमने जाती हूँ, तो सरदी के मौसम में छोटे छोटे बच्चों को माड़े माल बने बस के लिये प्रतीक्षा करने हुये देखती हूँ। जो बच्चे मधुरे ७ बजे घर में निकलने के लिये निकलने वक्त उठते होंगे और कब खाना खावेंगे और उन को मा कब उन के लिये रमोई बनायगी, इन बातों पर भी विचार किया जाना चाहिये।

हम सारे देश में सब बच्चों को अनिवार्य शिक्षा—कम्पलमरी एजुकेशन—देना चाहते हैं। हम को यह भी सोचना चाहिये कि यह कार्य किस तरह से सम्मानो से हो सकता है और गरीब से गरीब आदमी का बच्चा भी किस तरह से पढ़ सकता है। आज हम क्या देखते हैं? हर एक बच्चे को आदेश दिया जाता है कि इनकी किताबें,

इतनी एक्सरसाइज बुक्स लानी चाहिये, फाउन्टेन पेन लाना चाहिये। हमें यह बात दृष्टि में रखनी चाहिये कि गरीब माँ-बाप, जिन के चार बच्चे हों, यह सब कैसे कर सकते हैं। यह भी निश्चित कर दिया गया है कि स्कूल का इस तरह का मकान होना चाहिये और इस तरह का कम्पाउंड होना चाहिये। अगर इस की व्यवस्था हो जाय, तो अच्छा है, लेकिन अगर न हो, तो यदि पढ़ के नीचे भी पढ़ाने का प्रबन्ध हो सके, तो वह किया जाना चाहिये। आप के पास पैसा है, आप दे सकी हैं, परन्तु यदि आप प्रान्तों में और दूर दूर देहात में जा कर देखें, तो आप को ज्ञात होगा कि वहाँ ऐसी कोई सुभीता नहीं है। वहाँ गरीब आदमी मिट्टी के घर में रहता है, अपने हाथ में छप्पर बनाता है। वर्तमान परिस्थिति में वह कैसे अपने बच्चों का शिक्षा दे सकता है, यह समझने में मैं असमर्थ हूँ। यह ज्ञान लगाना कि जिस गांव में इमना पैसा मिलेगा, उस को सरकार स्कूल का भवन बनाने के लिये इतना पैसा देगी, उचित नहीं है। इस प्रकार इस देश में शिक्षा का प्रसार उत्तनी तीव्रता से नहीं हो सकेगा, जितनी तीव्रता में आप करना चाहते हैं।

यहाँ पर इन्डिमिग्लिन का भी उल्लेख किया गया है। क्या सरकार को मान्य है कि कई शिक्षा संस्थाएँ कानिज इन्वार्ड ऐसे हैं, जिन में प्रोफेसर लोग रात दिन सरकार की और हमारे नेतागण की निन्दा करते हैं, नुक्ताचीनी करते हैं, टीका-टिप्पणी करते हैं। अगर हमारी शिक्षा संस्थाओं में ऐसा वातावरण हो, तो हम अपने विद्यार्थियों में अनुशासन की भाषा कैसे कर सकते हैं? जहाँ प्रोफेसर क्लास-रूम के दरवाजे तक सिगरेट पीते पीते जाते हैं, वहाँ विद्यार्थियों के मन में अपने शिक्षकों के प्रति क्या आदर होगा और विद्यार्थियों में इस प्रकार की आदतें हम कैसे रोक सकेंगे?

[जीमती मजिबेन पटेज]

सरकार एक के बाद एक कमीशन नियुक्त करती जाती है—शिक्षा के अलग अलग स्तर के लिये अलग अलग कमीशन नियुक्त किये जा रहे हैं। परन्तु प्रश्न यह है कि जो व्यक्ति इन कमीशन में रखे जाते हैं, क्या उन को अपने विषयों में अज्ञा होती है? क्या बेसिक एजुकेशन सम्बन्धी कमीशन के सब सदस्यों में बेसिक एजुकेशन के बारे में अज्ञा भी? जिन संस्थाओं में बेसिक एजुकेशन दी जाती है, उन के शिक्षकों में उस के प्रति अज्ञा न हो, और फिर भी कहा जाय कि बेसिक एजुकेशन की स्कीम फ़ेल हो गई है, तो मेरा स्थान है यह बात ठीक नहीं है। अगर हमारे पास सामान न हो, पूरे शिक्षक न हों, तो हम को बीरे बीरे चलना चाहिये, लेकिन जो बीज सही है, अच्छी है, उसके बारे में यह कहना कि यह फ़ेल हो गई है, उचित नहीं है। मैंने देखा है कि जहां जहां ऐसी संस्थाएँ हैं, जिन में बेसिक एजुकेशन को पूरी तरह समझने वाले और उसमें अज्ञा रहने वाले शिक्षक कार्य करते हैं, वहां बेसिक एजुकेशन सफल हुई है।

यदि आज हम अपनी मातृभाषा का आग्रह करते हैं हिन्दी का आग्रह करते हैं, तो उसका अर्थ यह नहीं है कि हम अंग्रेजी के खिलाफ़ हैं। परन्तु यह एक तथ्य है कि हमारी भाषा सभी समृद्ध होंगे, जब उस में ही सब शिक्षा दी जायगी। तब ही हमारे बच्चे अपने विषयों को अच्छी तरह से समझ सकेंगे। आज-कल तो बच्चों का सारा समय और शक्ति अंग्रेजी सीखने में ही चले जाते हैं। आज-कल स्थिति यह है कि बच्चे पहले अपनी भाषा में शिक्षा प्राप्त करते हैं, फिर अंग्रेजी सीखते हैं, और फिर उस भाषा को ही नहीं सीखते उसी में भूमिति, गणित, बीजगणित, इतिहास, भूगोल आदि सब विषय सीखते क्या और देशों में, जहां दूसरी भाषा सिखाई जाती है, इस तरह से काम होता है; मैं सरकार से चाहुंगी कि वह

जरा स्टैटिस्टिक्स निकाल कर देखे कि कितने बच्चे शिक्षा प्राप्त करते हैं, उन में से कितने बच्चे कालिज में जाते हैं, हाई स्कूल से आने पड़ते हैं और जो बच्चे कालिज में जाते हैं, उन में से कितने बच्चों को अंग्रेजी की जरूरत पड़ती है। इस प्रकार भाषा के विषय में जबबंदी सब पर क्यों की जाय? महात्मा जी ने कहा सही था कि अंगरेजों को निकालना तो आसान है, परन्तु अंगरेजी और विदेशी संस्कृति की गुलामी से निकलना बड़ा मुश्किल है, हम कब निकलेंगे, यह तो अनजान जाने। बड़ी हालत अब भी है। हम स्वतंत्र तो हुए, परन्तु रहन-सहन, संस्कार, भ्रष्टा अब भी विदेशी हैं। मैं चाहती हूँ कि हमारी मातृभाषा की समृद्धि और विकास के लिए सरकार पूरा प्रयत्न करे और उस के प्रयोग को प्रोत्साहन दे। सरकार कई सालों से हिन्दी की सम्भावनी तैयार कर रही है। मैं कहना चाहती हूँ कि पहले जो देशी रियासतें थीं, उन में से कई रियासतों में पहले से ही काफ़ी काम-काज हिन्दी में चल रहा था। इस के प्रतिरिक्त मुस्कल कांगड़ी इत्यादि कई संस्थाओं में सब प्रकार की शिक्षा हिन्दी में दी जाती रही है—कालिज की शिक्षा भी हिन्दी में दी जाती रही है। वहां जो सम्भावनी का भंडार पड़ा हुआ है, अगर उस को उपयोग में लाया जाय, तो क्या यह काम जल्दी नहीं हो सकेगा।

जो लोग हिन्दी का उपयोग करना चाहते हैं, उन को हिन्दी टाइपराइटर जल्दी नहीं मिल पाता है। सरकार को इस ओर भी ध्यान देना चाहिए, ताकि जो लोग हिन्दी में अपना कार्य करना चाहें, उन्हें किसी प्रकार की कठिनाई न हो।

दक्षिण के हमारे कई लोग बहुत ग़रीब रहते हैं और कहते हैं कि उन पर हिन्दी जबबंदी लगी जा रही है। यह बात सही नहीं है। मुझे तो इस विषय में कोई ख़बर नहीं है, क्योंकि मैं जानती हूँ कि दक्षिण के बच्चे और बहिनें इसने बौक से हिन्दी पढ़ रहे हैं कि

आज के बुजुर्ग और नौजवान तो उस का विरोध करते रहेंगे और वे बहुत धीमी ही यहां के लोगों के समान हिन्दी सीख लेंगे, जिस का परिणाम यह होगा कि अगली पीढ़ी को हिन्दी का पूरा ज्ञान होगा और उस के सामने इस विषय में कोई कठिनाई नहीं होगी।

एक बार हमारे प्राइम मिनिस्टर ने कहा था कि हिन्दी जानने वाले जो प्रान्त हैं और वहां जो कर्मचारी हैं, उन को एक और भाषा सीखनी चाहिए और इस के बारे में आग्रह किया जायगा। मैं जानना चाहती हूं कि इस के बारे में क्या कुछ हुआ है।

एक बात मुझे और कहनी है और वह यह है कि यहां से अलग अलग संस्थाओं को ग्रांट दी जाती है और कई संस्थाओं को नेशनल इंस्टीट्यूशंस माना जाता है और उनको ग्रांट दी जाती है। मैं बतलाना चाहती हूं कि काफी संस्थाओं ने अलग अलग प्रान्तों में स्वतंत्रता संग्राम में काफी हिस्सा लिया था और इन संस्थाओं में से कई संस्थायें आज भी नेशन बिल्डिंग का काम कर रही हैं या इस काम के करने में काफी मदद दे रही हैं। मगर आज कुछ हवा ऐसी है जिसको दूर करना शिक्षा मंत्रालय का कर्तव्य है। यह कहा जाता है कि जिन संस्थाओं की शिक्षा मंत्रालय तक पहुंच है उन को तो मदद मिल जाती है बाकियों को नहीं मिलती है। इस में कहां तक सच्चाई है और कहां तक नहीं है, इस में मैं नहीं पढ़ना चाहती। लेकिन इस हवा को बदलना भी शिक्षा मंत्रालय का फर्ज है।

मैं देख रही हूं कि विदेशों को विद्यार्थियों को भेजा जाता है। मेरी समझ में नहीं आता है कि इतने अधिक विद्यार्थियों को भेजने से हमें क्या फायदा होता है। हां, एक बात होती है और वह यह कि जब ये लोग इधर आते हैं तब उन का जो रहन-सहन होता है वह सारे का सारा बदल जाता है और जिस तरह से मछली पानी से बाहर होने पर तड़फती है, वैसी ही इनकी हालत होती है। यहां की कोई भी चीज इन्हें पसन्द नहीं आती है।

अगर जाने से पहले वे सौ रुपये में संतुष्ट होते थे तो यहां आने के बाद वे चार सौ, पांच सौ या सात सौ पाने की सोचने लगते हैं और जब उन्हें इतना रुपया नहीं मिलता है तो बेकारों में उन की गिनती होने लग जाती है। मेरा सुझाव यह है कि केवल उनको जो किसी विषय में यहां पढ़ा हुआ हो और उस विषय में वह अनुभव प्राप्त कर चुका हो उसको और अनुभव प्राप्त करने के लिए विदेश भेजा जाए तो हमारे देश का भी ज्यादा लाभ होगा और विद्यार्थी का भी लाभ होगा। इस वक्त जब आप उनको विदेशों को भेजेंगे तो उनको अपने जीवन का भी अनुभव हो गया होगा और वे यह जान सकेंगे कि हमारे देश में कौन कौन सी चीजों की जरूरत है और विदेशों की कौन सी चीज हमारे देश के लिए उपयुक्त तथा उपयोगी है। बाकी वहां तो कितनी ही चीजें हैं। लेकिन हमारे देश की परिस्थितियां क्या हैं, हमारे पास कितना पैसा है, हम कितना कर सकते हैं, इन सब पर हमें सोचना चाहिए, और जब हम ऐसा करेंगे तभी हमारा काम चल सकेगा।

अन्त में मैं इतना ही कहना चाहती हूं कि देश में जो खास खास संस्थायें हैं और उनमें भी जो महिलाओं के लिए, बहनों के लिए संस्थायें हैं, उनकी ओर आपका विशेष ध्यान जाना चाहिए।

Dr. K. B. Menon (Badagara): Mr. Speaker, I have moved a cut motion in order to discuss the Government of India's policy on education. It may be more correct to say that the motion is to discuss the lack of policy on education on the part of the Government of India. Even the system of education for primary and secondary schools officially accepted by the Government namely, the basic system of education is implemented both by the Central Government and the State Government in a half-hearted and halting manner. The new schools that are opened in many of the States are not basic schools. In some of the

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States, they are even going back on their basic system of education. I understand that the Delhi District Board has submitted a memorandum to the Government of India seeking permission to go back to the old system. A little misleading is the statement recently made by Sir J C Ghose, Education Member of the Planning Commission, a statement made two weeks back in Poona, in which he says that perhaps the time has come to forget the artificial distinction between basic and non-basic system of schools. Personally, I welcome that statement, for, I feel that that is a very realistic appreciation of the existing situation that is obtaining here today.

Mr. Speaker: May I interrupt the hon Member for a minute? I find the names of as many as 20 hon Members here in my list. Some more are coming. I thought of calling the Minister to reply at 2.30 or 2.45. He wanted half an hour. So far as Private Members' Bills are concerned, I find there are some Bills for introduction. That won't take more than two or three minutes. They can be introduced. For consideration, there are three Bills. Two hon Members have sent intimation to the Secretary that they won't be present here. Therefore, those Bills won't be taken up. To Shri Jhulan Sinha's Bill, only one hour has been allotted. Thus, out of 2½ hours allotted for Private Members' Bills, only 1½ hours will be taken. If the House agrees, we can allot another 1½ hours for this discussion.

Some Hon. Members: Yes

Mr. Speaker: I think this is also an important discussion. I will extend it so that we shall push the Private Members' Bills by 1½ hours. So far as introduction is concerned, at that time, I will give three or four minutes. That is an easy matter. I will take up consideration of Private Members' Bills last after this is disposed of. The hon Minister will be called at 3.45 to reply. Will that be all right?

Dr. K. L. Shrinani: I am in your hands.

Shri Jhulan Sinha (Siwan): If the introduction of the Bills also could be taken up at 4.15.

Mr. Speaker: Introduction, I will dispose of at 3.15.

Shri Jhulan Sinha: It will be convenient if the introduction could also be taken up at 4.15, simultaneously. I have a Bill for introduction also.

Mr. Speaker: All right. Private Members' Business will start at 4.15.

Dr. K. B. Menon: I was discussing the basic system of education. The system of education that is obtaining today in our country is by and large the system that we inherited from the British, a system that is neither typically British nor tolerably Indian. We were very critical about that system. But, when we became free, when we could devise a new system more suitable to the changing conditions of our infant democracy, we have failed to do so. We have, on the other hand, tinkered with the British system and in that tinkering we have brought the educational system into confusion and chaos.

One reason for this confusion and chaos in education is the too early decentralisation of education. I am not against decentralisation of education. I accept the principle. But, I wish to submit that decentralisation pre-supposes a fairly high standard of development and efficiency in the States, which is not there. The result is that with every change in the Ministry in the States, which in some States is rather frequent, there is a change in the system and policy of education. Very often, since we are not much matured in politics. Politics also is injected to make the situation deteriorate. For example, the shift system that was scrapped after a few months trial in Madras was not done on the merits of the system, but because politics was injected into the issue. There are two Bills on the anvil in my State, Kerala, which in my opinion are ill-conceived and have roused considerable opposition.

13 hrs.

Shri Punnoose (Ambalapuzha): On a point of order. Can an hon. Member raise something that is within the possession of a local legislature? There are certain Bills now in the Kerala legislature. Is it proper that the Member can discuss that specific matter in this House?

Shri Bimal Ghose: That was not what the hon. Member was saying. He was elaborating on the educational policy of the Government of India and incidentally referred as to how that policy is affected if a certain line is not taken by the States. That was his point of view.

Shri Punnoose: Point of view is all right. He specifically said that two Bills are on the anvil in Kerala State.

Shri Bimal Ghose: He was just referring to it.

Dr. K. B. Menon: May I just submit that I do not understand why the Communist Party should be so sensitive?

Shri Easwara Iyer (Trivandrum): It is not a question of sensitiveness. It is a matter under consideration by the State legislature.

Shri Punnoose: It is not being sensitive, only sensible.

Dr. K. B. Menon: When I state a point, I must be allowed to illustrate it by what is going on in the different States, and that is the reason why I referred to the Bill that is on the anvil in Kerala State.

Mr. Speaker: I can only say this much. If there is a Bill before a local legislature, is it not open to the public—I am not talking of this House—to criticise it?

An Hon. Member: Sure, sure.

Mr. Speaker: Any number of associations can hold meetings protesting against that Bill.

Shri Vasudevan Nair: And supporting the Bill also.

Mr. Speaker: If it is supporting, nobody will object. Supporting or opposing, it is open to the general public. As a matter of fact, it is intended that it ought to be done. Now, the only difference is whether we in this House can do so. I will not allow the conduct of any Minister to be brought in question here or the conduct of a Governor, or the Government of any particular State. They are not here to explain. But when it is available to the public and it is a related matter—irrelevance I will not allow—over which this House also has concurrent jurisdiction, in some cases, joint over-all jurisdiction, and is spending a lot of money, there is no harm in referring to it without saying this party is wrong or that party is wrong. Whichever might be the party, if the people put them into office, they are entitled to be in saddle and carry on. We can only criticise the policy and not the persons involved in it.

Dr. K. B. Menon: Thank you, Sir.

I am against Government's monopoly on education. I feel that that end would be injecting totalitarianism into education. I am for lifting education above party politics.

There is I understand a public service recruitment board in Kashmir for the selection of students for the universities in India. I feel that this also would be an interference with the free flow of students into the various universities and that it is likely to interfere with the selection of students on the score of merit. I also feel that however carefully the selection of the personnel of the board may be, influences like such as sectionalism and communalism and politics are likely to interfere with such selection.

The second reason why there is chaos and confusion in education is that we have been rather unbalanced in our approach to the problem of languages. This problem has been underscored by the redistribution of States on the basis of language, and every State today naturally wants to have the local language as the

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medium of instruction in the primary and secondary schools. This is causing considerable inconvenience to those parents who are shifted or transferred from one State to another, especially the Central Government employees, and their children are stranded. There is also another handicap arising from it. Because English is slowed down in the primary and the secondary stages, students, when they go up to the university where the medium of instruction is English, are not able to follow lectures in English. I feel that 50 per cent of the students in universities are not able to follow lectures in English.

I have so far stated the reasons for the confusion. I must now analyse the results of the confusion.

I submit that one disastrous consequence of this chaos and confusion in education has been the lowering of the quality of education, the quality of teaching and the quality of students that come out of our schools and universities. I am sure I would not be expected to quote chapter and verse in order to substantiate my statement, for I believe that it is generally accepted that the standard of students coming out of our high schools and universities today is below par. This has been voiced by many a public service commission, and some of them have even gone on record. I believe the public service commissions of Madras and U.P. have expressed their dissatisfaction on this issue. We have also heard it voiced on many platforms, at the convocation lectures by eminent educationists and eminent public men.

Another disastrous consequence has been the imbalance that it has brought about in the labour market by the increasing influx of education men into the labour field. In this connection I would like to invite the attention of the House to the report published by the Planning Commission, popularly known as Menon's report. In that report Mr. Menon points out that by 1960 there would be 20 lakhs of educated young men seeking em-

ployment. Analysing the figures, into which I have no time to go, he feels that by 1960-61 there would be only 5.5 lakhs of educated unemployed in this country. That certainly is not a very alarming figure, but I would like to point out the fallacy in that conclusion because he analyses the situation defining educated men as those who have graduated from high schools and universities. I would like to submit that we have to extend the definition of educated to those persons also who have entered the portals of the high school, that is who have gone up to the ninth standard. If we also take into consideration the large drop-outs during and in between the high school classes I am quite sure Mr. Menon's figures would not only be doubled, they may even be trebled or quadrupled. The position of the educated unemployed, particularly in those places where literacy is fairly high, as in Kerala for example, is rather alarming. It is alarming because when the educated adolescent and youngsters are made to walk the streets, they become the spearhead of anti-social activities.

I would like to conclude my short talk by making a few submissions to Government on this subject. The Constitution has placed a target before the Government, which is to be realised by 1960. I am sure that that target will not be realised in 1970 or even in 1980, unless we have a more dynamic programme which is implemented with greater vigour. My submission to Government is that there should be no student, boy or girl below the age of fourteen plus, outside schools, during a fixed period. The Central Government should also fix an annual quota which the State Government should fill every year. I am inclined even to suggest that if the State Governments plead financial difficulties to implement the programme, then the Centre should be in a position to subsidise the States, for it is so very important.

My second suggestion to Government is that fourteen plus should be the terminal age for general educa-

tion. After fourteen plus, which will be about the ninth standard, or the fourth form, or the first year of the high school, I feel that the child should be given careful vocational guidance, when he or she may select technical subjects for study. If that is done, and if there is careful co-ordination and co-operation between the Education Department and the Departments of Industry and Labour, I am quite sure that instead of the child chasing the jobs, the jobs will be chasing the child. That may be too rosy a picture to paint, but I am perfectly sure that if Government have a plan, and if there is that co-ordination and co-operation which I suggested, it will not be difficult to implement.

There is just one other suggestion that I wish to make, and that is about the universities. There should be a certain uniformity of standards between the different universities, for it should be made easy for a student from one university to go to another university. As it is, each university thinks that its teaching is the best, and its standards are the highest. But if there is a classification of universities, and if there is a grading of universities by Government, I am quite sure that it will be easy for students from one university to go to another. This is necessary, especially at this stage, for a shuffling and reshuffling of students in different States in the various universities of India will help to create that unity which is so necessary at this stage of our development.

Mr. Speaker: In view of the fact that a large number of Members are desirous of taking part in the debate, hon. Members may confine their remarks to ten minutes each. Of course, in exceptional cases, one or two more minutes may be given.

I shall call hon. Members in the following order, so that they may be present in the House when their names are called. The order is as follows:—Shrimati Uma Nehru, Shri Ramakrishnan, Shrimati Subhadra Joshi, Shri Sampath of D.M.K.—those people have been complaining that

they have not been given a chance, but they are not in their seats—

Shri Dasgupta of the United Progressive Party, Shri Thanu Pillai, Shri Mulchand Dube, and Shri Sarjoo Pandey

Shri M. K. Ghosh (Jamshedpur): May I have a chance to speak?

Mr. Speaker: I have not exhausted the number. Let these eight Members speak, and then we shall see.

Shri Shankaraiya (Mysore): Yesterday, some of us had sent some names.

Mr. Speaker: They are also here.

An Hon. Member: They are in the waiting list.

Mr. Speaker: If they do not get an opportunity on these Demands for Grants, they can speak on some others.

श्रीमती उमा नेहरू (मीतापुर) : जनाब स्पीकर साहब, हमें खुशी है कि प्रथम पंच वर्षीय योजना में हमारे शिक्षा मंत्रालय ने बहुत प्रगति की है। जब हम ने उस प्रगति की रिपोर्ट देखी तो हमें मालूम हुआ कि उस ने करीब २०० कमिश्नरों को बिठाए और स्कीम्स भी बनाई। लेकिन हमारे सामने इस वक्त सवाल यह है कि कौन सा उपाय किया जाय, कौन सी तरकीब हो कि मुल्क की तालीम भागें बढ़ें, मुल्क की शिक्षा में प्रगति हो। आज हम को लगभग पांच वर्ष शिक्षा मंत्रालय की रिपोर्ट्स को देखते हुए हो गए लेकिन जब हम इस सवाल को सामने रख कर उनको देखते हैं तो कुछ सोच में पड़ जाते हैं। जब देश को भागें से जाने का सवाल आता है तो देखना होता है कि कौन कौन सी चीजें हैं जो देश को भागें से जाती हैं। आज दस वर्ष हो गये हम को आजाद हुए। इस धरसे में हम को कम से कम जो बेसिक और सेकेंडरी एजुकेशन है उन को देश में की जरूरत चाहिए था, जो कि अब तक नहीं हुआ है। हर तरह की तब्दीलियां हुई लेकिन यह बात नहीं हुई।

[बीमती उमा नेहरू]

अभी हमारे भाई ने कहा बेसिक एजुकेशन के बारे में कि बच्चों की कौड़ी शिक्षा हो, मैं भी कहना चाहती हूँ कि बच्चों को १४ वर्ष तक तो फ्री एजुकेशन देनी चाहिए, साथ ही हमें उन्हें कोई क्राफ्ट भी देना चाहिए। अगर किसी बच्चे को पीतल का काम पसन्द है, तो एजुकेशन इन्स्टिट्यूट्स को उस बच्चे को इस की इजाजत देनी चाहिए कि वह उसको सीखे। फिर अगर छः महीने के बाद अगर वह बच्चा उस से ऊब जाता है और वह कार्पेन्टर बनना चाहता है, तो उस को उस तरफ भी जाने की इजाजत देनी चाहिए। लेकिन यह छः महीने उस के बेस्ट न समझे जाएं। मैं समझती हूँ कि बेसिक एजुकेशन की स्कीम मिनिस्ट्री के सामने भी होगी। मेरी राय में बेसिक और सेकेंडरी स्कूल्स बिल्कुल फ्री होने चाहिये। जैसा अभी मेरे भाई ने कहा प्राइमरी स्कूल्स की हालत जब हम देखते हैं तब बड़ी तकलीफ होती है। मुमकिन है कि मिनिस्टर साहब यह कहे कि यह तो स्टेट्स का मामला है, पर मैं समझती हूँ कि बचत आ गया है कि हम इस तरह की स्कीम्स तैयार करें, और सिर्फ तैयार ही न करें बल्कि स्टेट्स से उन को इम्प्लिमेंट भी कराएँ, तभी देश की उन्नति हो सकती है। प्राइमरी स्कूल्स की हालत को देख कर भी तकलीफ होती है। उनके लिए मुझे यह कहना है कि वह एजुकेशन को तो होनी ही चाहिए, साथ ही जो गरीब बच्चे हैं उन को हमें दूध या नाश्ता तैयार करके देना चाहिए।

हमारे वास्ते यह भी जरूरी है कि हमारी शिक्षा जो हो वह यूनिफार्म स्टैंडर्ड की होनी चाहिए, यह नहीं कि किसी State में कुछ हो और किसी में कुछ। आज हालत यह है कि पढ़ाई का बुरा हाल है। आप किसी भी स्टेट में देख लीजिये। मैं अपने स्टेट की बात कहती हूँ, जब बच्चा पढ़ता है तो उस के लिए किताबें मंगवाई जाती हैं। अगर कहीं वह फेल हो गया तो किताबें अपने साम बचली हुई होती हैं, कोर्स बदल दिया जाता है।

इतनी जल्दी जल्दी किताबें बचली जा रही हैं कि मां बाप को बड़ी तकलीफ होती है। इसलिए मेरा कहना यह है कि हम को एक युनिकार्म स्टैंडर्ड आफ एजुकेशन रखना चाहिए और कोर्सज को जल्दी जल्दी नहीं बदलना चाहिए।

इस वक्त हाउस के हमने सब से बड़ी बात जो है वह हिन्दी की है। हिन्दी हमारी राष्ट्र भाषा है, इसमें कोई शक नहीं है और हम चाहते हैं कि हिन्दी खूब फले फूले। लेकिन देखने की बात यह है कि हम किस तरह से इस हिन्दी को भागें बढ़ाएं। कैसा बागवान हो जो इसे सींचे जिस में यह पौधा फले फूले। यह सबाल आज हमारे सामने है। मैं तो हिन्दी की प्रेमी हूँ, जो भाषा में बोल रही हूँ वह भी हिन्दी ही है। जिस समय हिन्दी का सबाल हमारे सामने आता है तो मेरे सामने पंजाब का नक्शा आ जाता है। एक तकलीफदेह और दुखदाई नक्शा आज पंजाब का हमारे सामने है उससे हिन्दी का कोई लाभ नहीं होगा। यह हिंदी को मिटाने की बीज है। इसा तरह से जब भी सदन में हिन्दी का सबाल आता है तो मैं धजीब धजीब बाते सुनती हूँ। हिन्दी को जिन्दा रखने हुए और उसको फलता फूलता देखने हुए हमारा यह धर्म है कि हम देश की बाकी सभी भाषाओं को जिन्दा रखें। यह नहीं हो सकता कि और और जबानों का विचार ही न करें और सिर्फ हिन्दी की तरफ ही मुड़े। राष्ट्रभाषा होने के कारण हिन्दी तो सदा जियेगी।

अब रहा सबाल पश्चिमी जबानों का। मैं तो समझती हूँ कि यह देश की और लिखने वालों की बड़ी सगल्यवाली होगी अगर वह यह सोचें कि उनकी ही भाषा जिन्दा रहे और दूसरी भाषायें लुप्त हो जायें। जो भी विज्ञान होने हैं वे सारी भाषाओं को जिन्दा रखना चाहते हैं। अगर आप लैंग्वेज का इतिहास देखें तो आपको मान्य होना कि एक जबान दूसरी जबान से किस तरह से मिली हुई है। अगर कोई यह कहे कि अंग्रेजी देश से चली आयी तो यह गलत होना। अंग्रेजी को रक्षना है और अंग्रेजी ऐसी। लेकिन इस के माने यह

नहीं है कि अगर प्रवेजी रहती है तो हिन्दी बिटती है। इनमें कोई कपमिटीशन नहीं है। यह मुझे बच्चों के बारे में कहना है कि जो हिन्दी के प्रेमी हैं अगर उन्होंने इस बात का ध्यान न रखा तो हिन्दी भागे बड़े भी नहीं सकती है।

48.22 hrs.

[MR. DEPUTY SPEAKER in the chair]

बीवी बात मुझे अपनी मिनिस्ट्री से मजकूरियों की शिक्षा के बारे में कहनी है। रिपोर्ट को देखने से मालूम होता है कि लड़कियों के स्कूलों के बारे में हम बहुत कम भागे बड़े हैं। लड़कियों की शिक्षा जैसी हानी चाहिए बीसी भाग भी नहीं हो रही है। मेरी खुद की पह राय है कि अगर किसी देश को भागे बढ़ाना है, अगर आजादी के बाद किसी देश का ठीक तरह से निर्माण करना है तो उसका तरीका यह है कि आप स्त्री शिक्षा को बढ़ावे। अगर स्त्रियाँ शिक्षित होती हैं तो सारा देश शिक्षित हो जाता है। यह मिनिस्ट्री को भी मालूम है कि अगर आप एक स्त्री को शिक्षा देंगे तो उसके सारे बच्चे चाहे वे लड़के हों या लड़कियाँ, शिक्षित हो जाते हैं। इसलिए इस पर हमारी मिनिस्ट्री को ज्यादा जोर देना चाहिए।

एडल्ट एजुकेशन भी बहुत जरूरी है। अगर एडल्ट एजुकेशन न हो तो कोई मुल्क भागे नहीं जा सकता। इस पर भी हमारी मिनिस्ट्री को बहुत ज्यादा ध्यान देना है।

फिर सब से बड़ी तकलीफ़ें हैं जो बीबी है वह है कि प्राइमरी और सेकेंडरी स्कूलों के टीचर्स की हालत। उनकी हालत इतनी ख़राब है कि मैं आपसे उसका बयान नहीं कर सकती। मैं समझती हूँ कि सब से पहली बात यह है कि इन गरीब टीचर्स की हालत पर ध्यान दिया जावे। यह कहना कि हम ने कतना क्या दे दिया है बाकी स्टेट गवर्नमेंट्स उन्हें ठीक नहीं होना। मैं समझती हूँ कि अगर हमको मुल्क की पाई को भागे बढ़ाना

है तो हमको यहीं से सक्ती से इन का करना है। इस सम्बन्ध में मुझे यह भी है कि अगर आप टीचर्स को अच्छी तनखाह देंगे और दूसरी कमिजिटीज देंगे तो आपको जो लोग इस काम के लिये मिलेंगे वे भी विद्वान होंगे जो कि आपके बच्चों को भागे बढ़ावे। आजकल आप देंगे कि एजुकेशनल इंस्टीट्यूशन्स की हालत बहुत ख़राब है। बच्चों में कोई डिजिप्लिन ही नहीं है। स्टूडेंट्स रोज़ तरह तरह की बाने करते हैं कमी कमी टीमवर्क को भी पीट देते हैं। यह हालत आज हम देख रहे हैं। इस हालत को ठीक करने का तरीका यह नहीं है कि हम इस काम को स्टेट्स पर छोड़ें। हमको यहाँ से इस काम को करना होगा। हम ऐसी मीन्स बनावे कि ये सब ठुटिया दूर हों।

और सब के बड़ी बात यह है कि जब हम देहातों में जाते हैं तो वहाँ पर एजुकेशन बिल्कुल निम्न दिमायी देनी है। भारत में शहरों से देहां बहुत ज्यादा हैं। मेरी समझ में नहीं आता कि हम भागे कैसे बढ़ेंगे जब तक कि हम देहातों को जिन्दा न करे। गाँवों में स्कूल खोल तो हैं ही नहीं और जो हैं भी वे इतनी दूर हैं कि हर जगह के लड़के उनमें जा नहीं सकते। मैं समझती हूँ कि इस पर भी मिनिस्ट्री विचार करेगी।

मैं यह भी चाहती हूँ कि लड़कों और लड़कियों को जो भी शिक्षा दी जावे वह सरल हिन्दी में दी जावे और उनके लिए जो पुस्तकें लिखी जावे वे भी सरल हिन्दी में लिखी जायें। मैं चाहती हूँ कि गेटर की तरफ से देश में बराबर प्रोबाम और पोपेंगडा होता रहे ताकि हमको मालूम हो कि किस तरह की शिक्षा होनी चाहिए। हमको घगले पाच मालों में देश को सरकनी करनी है लेकिन ऐसा करना मुश्किल होगा अगर हम इन तीन चार बातों का विचार नहीं करते हैं। हम को प्राइमरी और सेकेंडरी एजुकेशन की करनी चाहिए प्राइमरी एजुकेशन को और कम्पसरी करनी चाहिए। हम को चाहिए कि बच्चों को स्कूलों में भागे

[बीसवीं सभा नेहरू]

८. लड़कों के स्कूलों से लड़कियों के स्कूल ज्यादा होंगे। अगर इन बातों पर ध्यान दिया जायेगा तो मुझे पूरा यकीन है कि मिनिस्ट्री जो स्कीम्स बना रही है वह सफल होंगी।

Shri Ramakrishnan (Pollachi): Mr. Deputy-Speaker, Sir, I am a new Member of Parliament, and as Principal of an engineering college, I would like to confine my remarks to technical education.

In 1956, an assessment was made of the requirements of engineering personnel in the country, both for the public sector and for the private sector. I beg to submit that that assessment was very conservative in its estimate. Even though the estimate was only for 1,800 graduates and 8,000 diploma-holders, the Committee had recommended 2,045 graduates and 6,225 diploma-holders. But with the growing demand of the country, even this requirement will fall short of the demand. I request the Ministry to make periodical assessments and also try to enhance the supply of engineers to fulfil our Second Five Year Plan.

The Committee also went into the question of engineering colleges. There was a great imbalance in the location of engineering colleges. They have suggested 18 new colleges to be put up; they have also suggested the location of all these colleges. But this location would probably be confined to government colleges, and any private donors who are willing to put up colleges would be given ample chance to decide on their own locations. In this way, I believe many people would probably come forward with substantial amounts of donation to contribute to engineering education.

I would like to point out that for the existing engineering colleges, the grant that had been given was 2/3rd by the Central Government for non-recurring expenditure, 1/6th by the State and 1/6th by the donor. Since then, this has been revised to 50 per cent. by the Central Government, 25 per cent. by the State Government and 25 per cent. by the donor. If the pre-

vious proportion was maintained, namely, 2/3rd by the Central Government, 1/6th by the State Government and 1/6th by the donor, the chances of many donors coming forward to put up engineering colleges would be brighter. There are many difficulties in putting up Engineering colleges. The main difficulty is, there is not enough personnel for teaching.

I would also like to point out in this connection that the pay-scales of the teaching personnel in the Engineering colleges are considerably lower compared to the pay-scales of people in government services or in the private sector. So, it is very unattractive especially for a competent engineer to go into the teaching profession. I beg to submit that the pay-scales may be raised and 50 per cent. of the increase in pay should be borne by the Central Government which has to give the incentive either to the State Governments or to the private donor. I may point out that a man goes into the teaching profession not just merely for the pay. There is also a dignity attached to the profession, especially so in Engineering colleges. If you see a Professor of the Massachusetts Institute of Technology, you will find that he is an honoured man in his own profession and the Government even recognises him as such and he is put on a number of governmental committees to give advice to Government on different measures that are undertaken. Are our Government also thinking of taking professors who are outstanding in their own fields in some governmental committees so that their advice can also be utilised usefully?

There is also a practice in these Universities not to maintain one as Professor unless he is an outstanding man in his own field. To that extent, the Professor has to make substantial contribution in the field in which he has specialised. He either conducts research in the college to which he is attached or he is a consultant to a number of big firms who pay him substantial amounts as consulting fee. Unfortunately, in this country, the

Professor has no touch with the industry as such and he is not called upon as a consultant. I would suggest that the colleges may be provided with facilities to do substantial industrial research so that they can utilise the knowledge to the best advantage also to the growth of our industry.

I would like to make an observation on the type of examinations that are conducted in Engineering colleges. I was asked to prepare a paper for the second year B.E. of the Madras University. I found the practice has been to select questions from published books and the students can very well judge what kinds of questions are likely to be asked and they prepare only answers to those questions. So, in our Engineering colleges there is no initiative for the student. Apart from passing the examinations, he does not think of learning anything. So, I suggest that some revision of the examinations should be thought of. A proper assessment of the students can be made only by the teacher who teaches them. Sufficient assessment should be given to the classwork of the student. Oral examinations also should be instituted. The student can be asked to write a paper on any subject in his own field so that he can present the paper before a committee of Engineers or to his Professors. He can thus gain some confidence in the field in which he is trying to specialise.

I approve of the present policy of the Government of India in trying to meet the demands for engineers. They have enhanced by 20 per cent. the intake of all the Engineering colleges that are operating today. They have started now the pre-professional and made the course 5 years instead of 4 years. In actual practice, we found that the students who had been taken after the Intermediate examination were very raw. This has facilitated in giving a sort of orientation to the student before he actually joins the college. To that extent, I think, our Engineering colleges would turn out better engineers than we have done in the past.

I have heard many complaints that there has been a rapid expansion in the Engineering colleges and that we have watered down the courses so much so the quality has suffered. I do not agree with this. As far as my knowledge goes, the engineers that are being produced in this country are good men. The only defect in them is that they are worried more about examinations.

Shri V. P. Nayar (Quilon): Are they good men only or are they good engineers also?

Shri Ramakrishnan: Engineers. Their quality has not suffered at all.

I would like to suggest that all the equipment available in the Engineering colleges have not been fully utilised. Night classes can be conducted, especially in industrial areas. There are many young men who would like to take some course in the Engineering colleges to further their knowledge of engineering. I suggest facilities should be given to those and suitable courses may also be started so that they can also have the benefit. Here again, the question of personnel is involved. As I said before, if attractive pays are offered and if opportunities for widening their knowledge by providing facilities for carrying on research and chances of being appointed as consultants for big companies are also there, I am sure, we can attract enough personnel to the teaching profession.

श्रीमती सुभद्रा जोशी (अम्बाला) :

उपाध्यक्ष महोदय, हमारे कई साथियों ने शिक्षा विभाग के बारे में बहुत कुछ कहा है। उन बातों को मैं दोहराना नहीं चाहती, लेकिन खिदमत में यह अर्ज करना चाहती हूँ कि ऐसा मालूम होता है कि शिक्षा के बारे में हमारी सरकार की कोई नीति नहीं है। इतनी किस्म की शिक्षा जगह जगह दी जाती है और इतने किस्म के स्कूल खोले जाते हैं कि मालूम होता है कि अगर आजादी किसी को मिली है, तो सिर्फ उन लोगों को, जो स्कूल खोल खोल कर अपने घर में बैठ जाते हैं—आजादी का पूरा

[श्रीमती सुमित्रा जोशी]

तो यही उठा रहे हैं। हम एक क्लासरीस 'सिस्टम' बनाना चाहते हैं, परन्तु हम ने क्लग प्रलग क्लासिज के लिए प्रलग प्रलग स्कूल लोले हैं। ऐसे स्कूल भी हैं, जहां बेहव प्रग्राह्य लोगों के बच्चे पढ़ सकते हैं। दूसरे वर्गों के बच्चे वहां नहीं पढ़ सकते हैं। चाहे उन की आयदनी उसनी ही हो, लेकिन अगर वे उक्त क्लास को बिलांग न करते हों, तो उन के बच्चे उन स्कूलों में पढ़ नहीं सकते हैं। मैं ने एक हरिजन को देखा है, जो कि अपनी बच्ची को एक विशेष स्कूल में दाखिल करवाना चाहता था। दुनिया भर के महकमों में कोशिश कर के वह अपनी बच्ची को वहां दाखिल करवा सका, लेकिन वहां यह शर्त हुई कि वह घर में एक खानसामा और एक बंहरा रखे, उस बच्ची के लिए प्रलग खाना बनवाए, उस बच्ची को छुरी-काटे से खाना सिलाए, वगैरह। उस बेचारे ने वे तमाम शर्तें पूरी की, क्योंकि उस के विभाग में किसी तरह यह बात पैदा हो गई थी कि उस बच्ची को उमी स्कूल में जाना चाहिए, जिसमें एक दूसरी बच्ची जाती है।

इस के मुकाबले में उरा म्यूनिसिपल कमेटी के स्कूलों की हालत देखिए। वहां क्लास में तीस, चालीस, पचास और साठ तक बच्चे पढ़ते हैं और इस वजह से टीचर चाहे कितनी ही कोशिश क्यों न करे, वह उन के नाम भी नहीं जान सकता। और अगर हम चाहे कि उस के व्यक्तित्व का प्रभाव उन बच्चों पर पड़े, तो इन परिस्थितियों में तो वह पढ़ नहीं सकता।

ऐसे भी स्कूल हैं, जिन के बारे में हमारे एक साथी ने बताया कि एक टीचर से जब यह सिकायत की गई कि आप क्यों बच्चों को कहते हैं कि फाउन्टेन पैन लै कर प्राप्ति, इस से उन का हेडराइटिंग बिगड़ जायगा, तो उन्होंने जवाब दिया कि हमारे बच्चे लिखने वाले नहीं बनेंगे, बल्कि डिप्टेड करने वाले बनेंगे, हम उन को लिखने वाला नहीं बनाना चाहते हैं, इसलिए हम उन के हेडराइटिंग की परवाह नहीं करते।

जैसा कि मैंने अभी कहा है, हम एक क्लासरीस सोसायटी बनाना चाहते हैं, लेकिन हम देखते हैं कि हमारे यहां इतनी किस्म के स्कूल हैं, उन के स्टैंडर्ड में और लार्ज में इसका फर्क है कि हमें तक होता है कि हम कभी अपने उद्देश्य तक पहुंच भी पायेंगे या नहीं। सिर्फ यही नहीं होगा कि इन स्कूलों से जो पैदावार निकलेगी, उन की शिक्षा और चरित्र में फर्क होगा, बल्कि उन की हर एक बात में बड़ा फर्क होगा। उन के फाउण्डलुक में भी फर्क होगा और मुझे यह भी धर्म करना है कि वे जो काम करेंगे, उस में भी बड़ा फर्क होगा।

एक बच्चा जो देहात में पढ़ा होता है, कई मील सफर करने के बाद स्कूल पहुंच पाता है, कपड़े धुले हुए नहीं होते हैं, दूसरे ही बातावरण में पढ़ा होता है या एक म्यूनिसिपल कमेटी के स्कूल में जहां कि हम बच्चों को रद्दी तरह से पढ़ा पाते हैं, वह छाता है और एक उस स्कूल का बच्चा छाता है जिसमें लिखना नहीं लिखवाना सिलाया जाता है वह इंटरव्यू बोर्ड के सामने छाता है, चाहे व्यक्तित्व का प्रभाव न पड़ता हो वह से लिया जाता है, दूसरा नहीं लिया जाता। मैं धर्म करना चाहती हूँ कि इसके बारे में हमें कुछ न कुछ प्रबन्ध करना चाहिए।

हमारे यहां एक इंजीनियरिंग कालेज के प्रिंसिपल थे उन्होंने भी फरमाया कि भंडाजा यह है कि इतने इंजीनियर बनें और और उनको शिक्षा देने की कोशिश की। मुझ को मुन कर बड़ा ताज्जुब हुआ। मुझे इसका बहुत ज्ञान तो नहीं है, पर मैं जहां जाती हूँ सबर यही मिलती है कि लोग पढ़ लिख कर जाते हैं, नौकरी नहीं मिलती है। जो चीज सरकार शुरू करती है और जो वहां पढ़ते हैं वे भी जब पढ़ लिखकर बाहर निकलते हैं वे भी धर्म ही साते हैं। उन संस्थाओं के बारे में जिनका सरकार से कोई ताल्लुक नहीं है और जिन के बारे में सरकार की कोई जिम्मेदारी नहीं है उनकी बात तो जाने दीजिये लेकिन जो चीज

सरकार शुरू करती है, जो बेसिक स्कूल सरकार शुरू करती है, जो सोशल एजुकेशन सरकार द्वारा दी जाती है, जो ट्रेनिंग सरकार द्वारा ट्रेनिंग सेंटर्स में दी जाती है, उनमें से जो बच्चे पढ़ कर निकलते हैं वे भी बच्चे खाते दिखाई देते हैं, उनको कोई काम नहीं मिलता है। सरकार द्वारा शुरू की गई सस्थाओं में से भी निकले हुए बच्चे यदि काम नहीं पा सकते हैं तो ऐसा मालूम होता है कि प्लानिंग और काम मिलने में हमारे यहाँ कोई सम्बन्ध नहीं या बहुत कम सम्बन्ध है।

इसी तरह से मैं भाषा के बारे में भी कहना चाहती हूँ। हमने कहा है कि हम सभी इलाकों की भाषाओं की रक्षा करेंगे। कई सूबों में मैं ने देखा है कि सरकार ने यह कायदा बनाया है कि अगर २५ या २० लड़के होंगे तो वहाँ पर जो भाषा चलती है, या जो दूसरी भाषा है वह उन को पढ़ाई जायेगी। अमल में यह बात नहीं होती है। ऐसा तो कही होता नहीं है कि २०-२५ लड़के एक गिरोह की शक्ल में किसी स्कूल में दाखिल हो जायें। ये सब अलग अलग आते हैं। पहले एक बच्चा आ जाता है और जब वह किसी दूसरी भाषा क पढ़ाये जाने की मांग करता है तो कह दिया जाता है कि तुम एक हो, २५ नहीं, इसलिए यह भाषा नहीं सिखाई जा सकती। दो बच्चे आये तो कह दिया जाता है कि तुम दो हो, २५ नहीं, इसलिए यह भाषा नहीं सिखाई जाएगी। इस तरह मे कभी तादाद को २५ होने ही नहीं दिया जाता है और उस भाषा को पढ़ाने का इतिजाम ही नहीं किया जाता है। यह सब यह कहने के बावजूद किया जाता है कि हम दूसरी भाषाएँ जो वहाँ की हैं, चाहे वह उर्दू है, चाहे हिन्दी है, चाहे पंजाबी है, उनको पढ़ाने की इजाजत देंगे। लेकिन जब तक उसी तादाद नहीं हो जाते हैं तब तक उस बयान को जिसमें लड़के पढ़ना चाहते हैं, उनको पढ़ाने की कोशिश नहीं की जाती है। ऐसा नहीं होना चाहिए।

इसका शिक्षा विभाग जो डिस्ट्रिक्ट लॉग है उनकी बचीके देता है। बचीके तो दिए

जाते हैं, इस बात को मैं मानती हूँ लेकिन इसका बावजूद भी मुझे अफसोस के साथ कहना पड़ता है कि किसी ऐसी जगह का इतिजाम नहीं होता है जहाँ कि वे लोग दाखिल हो कर इन बचीफो का फायदा उठा सकें। हमारे गृह और बहरे माइनों को पढ़ने के लिए बचीफो तो दिए जाते हैं और इसका मैं स्वागत भी करती हूँ लेकिन इसके बावजूद भी उनकी शिक्षा के लिए स्कूली और कालेजी का बन्दोबस्त नहीं है जहाँ दाखिल होकर वे इन बचीफो का फायदा उठा सकें। इस वास्ते इस बात की भी कोशिश की जानी चाहिये कि ये लोग उन बचीफो से पूरा पूरा फायदा उठा सकें।

इस तरह से यूनिवर्सिटीज में कई जगह प्राइवेट इन्सट्रान देने की जरूरत होती है वहाँ इजाजत मिल जाती है। कई लोगों की यह डिमांड रहती है कि अगर हमारे लिए स्कूल और कालेज का बन्दोबस्त नहीं हो सकता है तो हमें भी प्राइवेट इन्सट्रान देने की इजाजत दी जाए, लेकिन वह इजाजत भी नहीं मिलती है, जिससे उनको बहुत दिक्कत होती है। बचीफे देने के बावजूद भी अगर इनका मुनासिब फायदा नहीं होता है तो यह हमारे लिए सोचने की बात हो जाती है और हमें चाहिये कि हम इस और विचार करें।

अब मुझे उस बात को कहना है जिस को मैं बड़े महत्व की समझती हूँ। मैं ने कहा कि अगर हमारे देश में किसी को आजादी मिली है तो उस शक्त को मिली है जोकि प्राइवेट स्कूल चलाता है। हमारे यहाँ जो प्राइवेट टीचिंग शाप्स हैं वे इतनी हैं जिसका कि कोई हिसाब नहीं है। वहाँ पर जो सिखाया जाता है उसकी ओर हम कतई ध्यान नहीं देते हैं। वहाँ पर क्या बच्चों की हालत होती है, क्या टीचर्स की हालत होती है, यह एक कबजाबनक कहानी है जिसे मैं बयान नहीं करना चाहती हूँ। इस बारे में मुझे खुद का अनुभव है। मैंने एक प्राइवेट स्कूल में प्रिंसिपल का काम किया था। जो नया सेजुएट होता है, उसका बड़ा

[श्रीमती सुमित्रा जोशी]

भाग होता है, बड़ी खान होती है। जो प्राइवेट इंस्टीट्यूशन होती है, वे कालेज भी होते हैं, स्कूल भी होते हैं, यूनिवर्सिटी भी होती है, इंटरनेशनल भी भी होती हैं। एक प्राइवेट इंस्टीट्यूशन की मैं प्रिंसिपल बन गई थीर उस वक्त जो मैंने उस इंस्टीट्यूशन की हालत देखी बड़ी हालत मैं आज बहुत बरसों के बाद प्राइवेट स्कूलों और कालेजों को देख रही हूँ। मैं ने देखा कि वहाँ पर टीचर्स को आधी तनखाह देकर उनसे पूरी तनखाह की रसीद ले ली जाती है। यह मेरे साथ तो नहीं हुआ लेकिन दूसरे टीचर्स के साथ ऐसा हुआ। आज भी मैं यह सब कुछ होता देख रही हूँ। गवर्नमेंट कई प्राइवेट स्कूलों को ६० फीसदी तक मदद देती है। इससे वे लोग स्कूल भी चलाते हैं, अपना पेट भी पालते हैं, टीचर्स को तनखाह भी देते हैं और बच्चों को भी पढ़ाते हैं। जो यह उम्मीद की जाती है कि कुछ पैसा वे डानेगे, वह पैसा उनके पास कतई नहीं होता है। इनके रुपये में काम बनाने के लिए लोग बेरोजगारी से फायदा उठाकर टीचर्स को आधी तनखाह देकर पूरी तनखाह की रसीद ले लेते हैं। इनके साथ ही साथ एक ही स्कूल में एक ही क्लास में पढ़ने वाले बच्चों से भलग भलग फीस ली जाती है और कोई हिसाब नहीं रखा जाता है। उनकी तरफ से एडवर्टाइज किया जाता है कि एक साल में मेट्रिक यहाँ कराई जाती है, एक साल में एफ० ए० कराई जाती है, एक साल में बी० ए० कराई जाती है। यह तो सब जानते हैं कि किस तरह से ये इम्तहान एक साल में पास किए जा सकते हैं। एक साल में कुछ हो नहीं सकता है। वहाँ पर बच्चों की हालत खराब होती है, शिक्षा की हालत खराब होती है और हम सब के साथ पढ़ाने वालों की भी ऐसी ही हालत होती है। वहाँ जो सिखाया जाता है वह भी बहुत शर्मनाक होता है। हमें भी यह नहीं मालूम होता कि हमें बच्चों को क्या सिखाना है और इसका फीसला हमें नहीं कर पाते हैं। शिक्षा तो क्या हम बच्चों के गले से जहर उगलवाते हैं। मैं आपको एक प्राइवेट

स्कूल का उदाहरण देना चाहती हूँ जिस को सरकार की धोर से भारी घाट मिलती थी। मैं चाहती हूँ कि आप इस धोर ध्यान दें। एक मेले में स्कूल वाले नुमाइश कर रहे थे। नुमाइश को देखने के लिए मैं उस स्कूल के अन्दर चली गई। वहाँ पर छोटे छोटे बच्चे, मासूम बच्चे जिन को रटा कर सबक याद करा दिया गया था नुमाइश समझाने के लिए खड़े थे और उनके सामने एक तस्वीर थी। बड़ी मुस्ती से बच्चों ने मुझे यह समझाया कि यह मुसलमान गाय को मारने की कोशिश कर रहा है मगर हिन्दू भाइयों ने मुसलमान को कत्ल करके गाय की रक्षा की है। इसी तरह से दूसरा नक्शा था जिसको कि बच्चे समझा रहे थे और बता रहे थे कि किस तरह से हमारे हिन्दू भाइयों ने मुसलमान को कत्ल करके किसी का हाथ काट कर के, किसी की गर्दन काट कर के, गाय की रक्षा की है। इस स्कूल के प्रबन्धकों को जो कि सरकारी मदद मिलती है। इस चीज का खयाल नहीं था कि कोई चीज गलत हो रही है। जैसे मैं नुमाइश देख रही थी उन्होंने अपना रजिस्टर मेरे सामने पेश किया और मुझे कहा कि हममें मुझे कुछ लिखना चाहिये कि कितना उनका काम अच्छा है। मैं समझती हूँ कि उनका ध्यान इस धोर नहीं था कि वे गाय की रक्षा करना नहीं बल्कि हत्या करना सिखा रहे हैं।

वे छोटे छोटे बच्चे वायलेस करना सीख रहे थे और जब उन्होंने रजिस्टर पेश किया तो मैं ने उनसे कहा कि जो आपने दिखाया वह मुझे पसन्द नहीं आया, तो भी वे बेंचारे नहीं समझे और कहने लगे कि बच्चों की यह पहली कोशिश है इसलिए कुछ कमी रह गई होगी। उन अध्यापकों को पढ़ाने वालों को और प्रिंसिपल्स को यह मालूम ही नहीं कि हम बच्चों को किस तरह से जाना चाहते हैं। उनको इस का लिहाज ही नहीं है कि हम सरकारी पैसा लेते हैं, सरकारी घाट लेते हैं, सरकार की क्या पालिसी है और इस तरह की चीजें सीख कर हमारे बच्चे क्या करें, इसका कतई हमने

विभाग में आवास नहीं है पर हम लोगों को बेचना चाहिये कि वह प्राइवेट टीचिंग हाँस हमारे बच्चों का सत्यानाश न करें। मेरा तो उपाध्यक्ष महोदय आपसे, इस सदन से और शिक्षा मंत्री महोदय से कहना है कि अगर आप कोई सबसे बड़ी काइम हो रही है तो वह इन प्राइवेट लोगों की स्कूली बूकानें चलाने देने की इजाजत देना है। क्या यह उचित होगा कि आप अपने मासूम छोटे छोटे बच्चों को ऐसे व्यापारियों के हवाले कर दें जो पैसा कमाने और व्यापार करने में उन बच्चों में जहर भरें और अपनी भावी जेनरेशन को इन व्यापारियों के हाथ में कर दें? मैं समझती हूँ कि इस से बड़ा देशद्रोह दूसरा नहीं हो सकता। इसलिए मेरा नम्र निवेदन है कि आप भले ही बड़ी बड़ी युनिवर्सिटीज और इंजीनियरिंग कॉलेजेंज आदि में प्राइवेट लोगों से मदद ले सकते हैं लेकिन प्राइमरी स्टेज पर जो छोटे छोटे बच्चों को तालीम दी जाती है और तब ही हमारे बच्चों का चरित्र गठन होता है, सरकार बच्चों की प्राइमरी शिक्षा को बिल्कुल अपने हाथ में ले ले और बच्चों के स्कूल सरकार द्वारा चलाये जाय और ऐसा होने से आज जो बच्चों पर खराब असर पड़ रहा है वह मुझे विश्वास है कि नहीं पड़ेगा क्योंकि सरकार प्राइवेट लोगों की अपेक्षा ज्यादा जिम्मेदारी से इस काम को निभायेगी। इसलिए मुझे यह कहना है कि हमको इन तमाम चीजों की तरफ ध्यान देना चाहिए और यह बहाना नहीं करना चाहिए कि बूक एजुकेशन स्टेड सल्वेंट है इसलिए हम उसमें कुछ नहीं कर सकते। मैं तो यहाँ तक कहूँगी कि अगर स्टेट्स की साइड से उस में कोई स्कावटें हों तो यह सारा विषय केंद्रीय सरकार को अपने हाथ में लेकर इस काम को करना चाहिए।

जीवन्ती लक्ष्मीबाई (विकाराबाद) :
उपाध्यक्ष महोदय, सबसे पहले तो मैं अपने शिक्षा मंत्री महोदय और उनके मंत्रालय को यन्त्रबाध देना चाहती हूँ कि उन्होंने टीचर्स मैग्नीट की मद में आने वाले चर्च में रूके

गवर्नमेंट्स को ५० प्रतिशत देने की नीति का ऐलान किया है और मैं समझती हूँ कि इतने टीचर्स बहुत खुश होंगे। स्टेट्स गवर्नमेंट्स को इसकी जल्दी से जल्दी धमक में लाना चाहिए तभी इसका फायदा होगा।

असबारी में एक सबर इस आशय की छपी है कि इंग्लैंड के डाक्टर हाल्डैन जिनकी कि आयु करीब ६४ वर्ष की है वे मय अपनी फैमिली के परमानेंट तौर पर भारत में निवास करने वाले हैं और हमारे देश के नागरिक बनना चाहते हैं। यह सचमुच बड़े गर्व और प्रसन्नता की बात है कि उन्होंने दुनिया में सिवाय हिन्दुस्तान के किसी देश को इस योग्य नहीं समझा कि जहाँ पर वे स्थायी रूप से बस सकें। मैं समझती हूँ कि उनके यहाँ पर बसने का कारण हमारे देश की शान्ति की नीति पर चलना है और किसी भी सैनिक गुट में अपने को शामिल करना है। श्री मुक्त से पहले मेरी बहुत श्रीमती मनीबेन पटेल ने अपने भाषण में बेसिक एजुकेशन के विषय में कहा कि वह बहुत नुटिपूर्ण है और उसकी व्यवस्था असन्तोषजनक है। इससे कोई इन्कार नहीं कर सकता कि हमारी बेसिक एजुकेशन की स्कीम सर्वसम्पुल नहीं हो रही है और उसको सर्वसम्पुल मिलने के रास्ते में बहुत सी दिक्कतें हैं। इस सम्बन्ध में मेरा यही निवेदन है कि जिस तरह से बीज के अक्छा होने पर उसमें अक्छे किस्म के फल फूल लगते हैं उसी तरह अगर बेसिक एजुकेशन हमारी ठीक हो तो हमारे बच्चे आगे चल कर सुयोग्य और चरित्रवान नागरिक बनेंगे और देश को उन्नति के पथ पर ले जायेंगे। केवल एक मिनिस्टर के दिल में इसके लिए लगन होने से काम नहीं बनता। आज हो यह रहा है कि मिनिस्टर अगर उसको ठीक करना चाहें तो डिपार्टमेंट से उनको जैसा सहयोग मिलना चाहिए वैसा नहीं मिलता और अगर डिपार्टमेंट चाहें तो टीचर्स नहीं चाहते और अगर वे भी उसकी ठीक से व्यवस्था करना चाहें तो गवर्ना के अक्छे ठपुर्ब के आधार पर मैं कह सकती हूँ कि गवर्नालों में हमारी बेसिक एजुकेशन

[श्रीमती लक्ष्मीबाई]

लिए कोई उत्साह नहीं है। जो हमारे गांवों में कुम्हार, चमार और धोबी आदि होते हैं वे बेसिक एजुकेशन के प्रति कोई उत्साह नहीं दिखाते और कहते हैं कि यह धंधे हम क्या सिखायें यह तो हमारे बच्चे पहले से ही जानते हैं। वे कहते हैं कि वहां पर चर्खा चलाना सिखाया जाता है, उसको हमें क्या सीखना है, कपड़ा बुनने का काम तो हमारे यहां पहले से ही होता चला आया है उसमें क्या नई चीज सीखनी है। कहने का तात्पर्य यह है कि इस तरह के काम न तो टीचर्स को पसन्द है, न बच्चों के मां बाप को पसन्द है। बीमारी बड़ी भयंकर है और जाहिर है कि इसको खत्म करने के लिए हमको कड़ुवा घूट दवा का पीना होगा जो कि हम लोग नहीं पीना चाहते और यही कारण है कि बेसिक एजुकेशन की व्यवस्था हमारी सक्षमता नहीं हो पा रही है। आज जरूरत इस बात की है कि हमारी टीचर्स (Teachers) मां की तरह का वात्सल्य भाव लेकर जिस तरह एक मां अपने बच्चे को गोदी में बैठा कर दवा पिलाती है, उसी तरह टीचर्स (Teachers) इस बेसिक एजुकेशन के काम को ठीक करना होगा।

अभी हमारे एक भाई ने देश में बढ़ती हुई बेकारी की ओर सदन का ध्यान दिलाया था। आज यह ठीक है कि एक बहुत बड़ी संख्या ऐसे लोगों की है जो कि काफी पढ़ लिख चुके हैं लेकिन जिनको नौकरी नहीं मिलती है और वे बेकार ही बैठे हैं। गांवों में आज हालत यह बन रही है कि वहां पर जैसे आजकल खेतीबाड़ी का मौसम है, तो लोग काम करने को गांवों में नहीं मिलते हैं और दो दो और तीन तीन महीने की पेशगी तनखाह देकर बाहर से लोगों को गांवों में खेती का काम करने के लिए बुलाना पड़ता है। मुझे ज्ञाती अनुभव है कि मेरे निर्वाचन क्षेत्र में एक प्राजेक्ट पर काम करने के लिए तीन तीन महीने की पेशगी तनखाह देकर लोगों को काम करने के वास्ते बुलाया गया है। यह हालत तो अनपढ़ लोगों की है।

अब जहां तक पढ़े लिखे लोगों का ताल्लुक है जो एम० ए० और बी० ए० पास कर लेते हैं मगर वे कोई काम लेबर के नहीं करते, हकीकत यह है कि लड़के पढ़ने के बाद गांवों में नहीं रहना चाहते और उनकी इस तरह के कामों में रुचि नहीं रहती और वे दफ्तरों की बाबूगिरी करना चाहते हैं। और चूंकि वहां पर उतनी ज्यादा खपत नहीं हो सकती इसलिए पढ़े लिखे बेकारों की तादाद निरन्तर हमारे देश में बढ़ती चली जा रही है। इस विषय में आचार्य विनोबा भावे ने ठीक ही कहा है कि इस तरह की दो पैरलल लाइंस हमारे देश में चल रही हैं, पढ़ने वाले काम नहीं करते और काम करने वाले पढ़ते नहीं और हमें यह उचित है कि इन दो पैरलल लाइंस के बीच कोई एक रास्ता निकालें ताकि पढ़ने वाले काम करें और काम करने वाले पढ़ें।

इसके अलावा मुझे यह कहना है कि हमारी केन्द्रीय सरकार ने जहां फर्स्ट प्लान के मातहत सोशल एजुकेशन और एडल्ट एजुकेशन के वास्ते ५ करोड़ की रकम रखी थी वहां दूसरी पंचवर्षीय योजना में भी ५ करोड़ की ही रकम रखी है जो कि मैं समझती हूं कि अपर्याप्त है और सरकार को उस रकम को और अधिक बढ़ाना चाहिए।

एडल्ट एजुकेशन की बाबत मैं अपनी जाती अनुभव के आधार पर कह सकती हूं कि यह जो तीन महीने के अन्दर साक्षर बनाने की स्कीम है, यह समय बहुत कम है और इसे बढ़ाया जाना चाहिए।

मुझे कहना तो बहुत ज्यादा है, लेकिन चूंकि समय कम है मैं बहुत थोड़े में कहती हूं। आज जो हमारे एजुकेशन के लिए जितना खर्च करना चाहिए उतना खर्च नहीं हो रहा है। इस की ओर हमारी सरकार को ध्यान देना चाहिए।

फिर मैं देखती हूं कि हमारे विद्यार्थियों में शो बहुत ज्यादा आ गया है। आज वह पढ़ने की ओर इतना ध्यान नहीं देते जितना

कि वह पैसन की और देते हैं। आज वह एजुकेशन पर ज्यादा खर्च नहीं करता पर अपने कपड़े के लिए बहुत पैसा बरबाद कर देता है।

प्राइमरी एजुकेशन के सम्बन्ध में मैं कहना चाहती हूँ कि वह औरतों के हाथ में होना चाहिए। उस को मा बन कर प्राइमरी एजुकेशन बच्चों को देना चाहिए, उन को गोब में लेकर पढ़ाना चाहिए। बच्चे बहुत सेन्सिटिव, चंचल और बगावत करने वाले होते हैं। इस लिए मैं कहती हूँ कि औरतों को ही उनको पढ़ाना चाहिए। भादमी लोग उनको नहीं संभाल सकते क्योंकि वह बहुत बन्दी नाराज हो जाते हैं। आज आप देखिये कि दस महीने के बच्चे को संभालना मुश्किल होता है अगर दस वर्ष के बच्चे को संभालना आसान होता है। जब मां ही छोटे बच्चे को संभाल सकती है तो तब छोटे बच्चे को बहनों को ही पढ़ाना चाहिये। लेकिन मैं कहूंगी कि प्राइमरी स्कूलों में जो बहनें जाती हैं वे १८ और २० वर्ष की न आएं। वह कम से कम २५ से ३० वर्ष तक की हों जिस में उनको जीवन का कुछ एक्स्पीरिएंस हो और वह जानती हो कि मां बन कर किस तरह से बच्चों को ठीक से पढ़ाया जाए। आज कल में देखती हूँ कि होता क्या है कि जहाँ किसी औरत ने कुछ थोड़ा सा पढ़ लिया और उसका कहीं काम न मिला तो लोग कहते हैं कि चलो टीचर बन जाओ। जैसी कि तैलगू की कहावत है—

“एम पनि लेकूटे पंतुलुपनि”

यह चीज बिल्कुल गलत है और बिल्कुल नहीं होनी चाहिए क्योंकि इससे अच्छे विद्यार्थी नहीं निकल सकते हैं।

आज हम देखते हैं कि अक्सर लेबर के स्ट्राइक की बात सुनाई पड़ती है। आज जब हम प्रोडक्शन को और जोर दे रहे हैं तब इस तरह की बात ठीक नहीं है। जिस तरह में आज इन्फ्लूएंजा की इतनी चर्चा हो रही है, पता नहीं उठता है भी या नहीं, लेकिन अक्सर में देख देखाती हूँ, उसी तरह से इन स्ट्राइक

की बात होती है। आज हम को लक्ष्य प्राप्त करने दूर दूर पर काम करने जाना होता है, अपने भादशों अभी २००, २०० मील का सफर कर के हासिल करने है अगर इसी तरह के लेबर स्ट्राइक्स की बात चलती रही तो कैसे काम चलेगा। लेकिन यह सब हम लिए होता है कि हमारी एजुकेशन डिफेक्टिव है। हम को इस की तरफ ध्यान देना होगा। जिस तरह से देश में और टेक्निकल युनिवर्सिटीयें हैं, जो इंजीनियर बनना चाहता है वह इंजीनियर कोर्स पढ़ता है जो साइंटिस्ट बनना चाहता है वह सैन्स पढ़ता है, उसी तरह से कोई लेबर लीडर बनता है उनको डिग्री हासिल करना है उनके लिये एक नया कालेज खोलना है, लेबर में काम करने की शिक्षा दी जाए, उनको यह बतलाया जाए कि आज देश को किस चीज की आवश्यकता है। ताकि वह आगे चल कर स्ट्राइक्स वगैरह की बात न करें और देश में अच्छा वातावरण बना रहे। जो भी लेबर के लोग हो वे लेबर युनिवर्सिटी से डिग्री लेकर आए तभी उनको काम दिया जाए।

आज कल हम देखते हैं कि प्राइमरी स्कूल पर जो खर्च होता है वह बहुत बेस्ट जाता है क्योंकि हमारे बच्चों को वहाँ पर ठीक से शिक्षा नहीं मिलती है। आज ५५ परसेन्ट बच्चे प्राइमरी स्कूलों में जाते हैं जो कि वहाँ ६ साल से लेकर ११ साल तक उन में रहते हैं। उसके बाद मिडल तक उन बच्चों की संख्या केवल २२ परसेन्ट रह जाती है। इस के बाद जब वह हाई स्कूल तक पहुँचते हैं तो वह केवल १५ परसेन्ट रह जाते हैं कालेज में चल कर तो शायद वह ५ या ६ परसेन्ट ही रह जाते हैं। इस सब का कारण यही है कि वहाँ पढ़ाई अच्छी नहीं होती। जब छलनी में छेद हो जाता है तो आटा उसमें से कैसे अच्छा निकल सकता है? जब तक हमारे प्राइमरी स्कूलों का इन्तजाम अच्छा नहीं होगा तब तक अच्छे विद्यार्थी नहीं निकल सकते और इन्तजाम जब तक

[श्रीमती लक्ष्मीबाई]

अच्छा नहीं होता तब तक अच्छे विद्यार्थी निकलने का वातावरण नहीं बन सकता । इन सब बातों के लिए यही तरीका है कि इन स्कूलों में औरतें टीचर्स रखी जाएं । आज कल हम आम तौर से देखते हैं कि जब जब बच्चा घरारत करता है तब मां उस से कहती है कि तुम स्कूल जाओ क्योंकि जब तक वह स्कूल में रहता है तब तक मां परेशानी से बच जाती है । आज ज्यादातर बच्चे पढ़ने के लिये स्कूल नहीं भेजे जाते, उन से छुट्टी पाने के लिए मां उनको स्कूल भेजती है । न वह उनको किताब वगैरह खरीद कर रती है न उनके दिल में स्कूल जाने के लिए उत्साह पैदा करती है । जब स्थिति यह है तो आप कैसे उम्मीद कर सकते हैं कि अच्छे विद्यार्थी निकलेंगे ? और यही कारण है कि मैं कहती हूं कि प्राइमरी स्कूलों में बड़ा बेस्टेज होता है ।

इस के साथ ही मैं यह भी कहना चाहती हूं कि स्कूलों में टेक्स्ट बुक्स (Text books) बहुत जल्दी बदल दिए जाते हैं । पहले यह होता था कि जो किताबें एक बच्चा पढ़ा करता था वही उसका भाई भी पढ़ा करता था, चार, पांच साल तक उनकी किताबें नहीं बदला करती थीं लेकिन अब तो हर साल, और कभी कभी तो साल में दो बार किताबें बदल जाया करती हैं । टेक्स्टबुक्स के जो लिखने वाले होते हैं वह वह टेक्स्ट बुक्स के बोर्ड में घुस बैठ कर किताबें बदलवा लिया करते हैं अपने फायदे के लिए । ऐसा नहीं होना चाहिए क्योंकि इससे मां बाप को बच्चों के बड़ा तकलीफ होती है और उनका पैसा भी बेकार खर्च होता है । आज हम देखते हैं कि पढ़ाई तो ज्यादा होती नहीं है इस लिए बहुत सी किताबें रख दी जाती हैं । जब बच्चा पहले या दूसरे क्लास में जाता है तो वहां पर ही उसके लिए इतनी किताबें रख दी जाती हैं कि उनका बोझ बच्चा संभाल नहीं सकता । यह कह दिया जाता है स्कूल की तरफ से कि इस बच्चे के पास इतनी किताबें होनी चाहिए, इतनी पेंसिल होनी चाहिए इतने कलम होने चाहिए और मां

बाप को मजबूर हो कर उसका इन्तजाम करना पड़ता है ।

इन सब बातों की तरफ हमारे शिक्षा मंत्रालय विशेषकर ध्यान देना चाहिए ।

Shri B. Dasgupta (Purulia): I thank you for giving me an opportunity for the first time to speak in this House. This is my first speech in this Parliament. I go direct to the programme of free and compulsory education and the adult illiteracy in our country.

There is a provision in our Constitution which says that the State shall endeavour to provide within a period of ten years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of 14 years. The Constitution was adopted in December, 1949 and within 1960, there should have been arrangements for providing elementary education for every boy and girl between 6 and 14 years. But now we see that the Education Ministry and the Planning Commission are declaring that it will not be possible to implement this provision of the Constitution. Mr. J.C. Gosh of the Planning Commission declared on the 16th at Poona that it would not be possible to implement the provision of the Constitution within this period.

Now, let us see the progress made towards this goal in the matter of free and compulsory education and adult literacy. We find that the percentage of the number of people from 6 to 14 years in the elementary stage of education in 1950-51 was 32 per cent. In 1955-56, they are expected to be 40 per cent. and the percentage for 1960-61 is expected to be 49 per cent and I think arrangements will be made for the remaining 51 per cent. The pace will take at least 3 or 4 more Five-Year Plans.

As regards adult literacy we find that only 16.6 per cent is literate or semi-literate in our country. This has been taken from the analysis of information on literacy and education

of our census for 1951. We find that for at least 6 per cent of our children we shall have to provide opportunities for literacy. It is stated that there are difficulties in the way in the matter of getting teachers and provision of school houses and other paraphernalia. It is a tremendous task, no doubt, but it is not only India but many other countries which are faced with the problem.

I will cite two instances of two countries, namely, Russia and China. There they had a more difficult task to do than what we are facing today. At the time of the revolution in Russia not more than about 30 per cent could read and write. In southern parts, the entire population was illiterate, only about one-third of the school-going children attended elementary schools. They adopted certain scientific methods in the matter of liquidation of illiteracy in the country in 1919 which made it compulsory for all people between the ages of 8 to 15 to learn to read and write in their mother tongue or in the Russian language. They did not wait for school houses or finance or teachers or other paraphernalia. The whole nation including the teachers, engineers, students, workers and peasants came voluntarily with enthusiasm for this purpose. They taught their children in the open spaces, they did not wait for construction of school houses. They tried to teach their illiterates and their children in this way, and we know what followed afterwards. We find now that Russia has liquidated illiteracy. Not only has Russia liquidated illiteracy, but it is one of the foremost countries in the world regarding education and cultural progress.

Now I come to China. China was liberated long after us. But we find that China has outstripped us in the matter of education. Their problem of education and illiteracy was more acute than us. The condition of China was far worse than that of India at the time of liberation. But what do we find now? I shall cite only one or two instances. In Peking

city in China, the school education is free. In Peking city, the guardians of the pupils need not pay anything for their exercise books or writing materials. The charges for the hostels there are cheaper than us. The Government bears all the expenses of the poor students. The minimum pay of the teachers is something more than Rs 150/- They get free medical treatment. University education is almost free for students in Peking university and students do not even bear the cost of their books and papers. There they do not bother about school-houses and the like. The students are even given some pocket-money.

Mr. Deputy-Speaker: The hon Member has taken up very big countries to discuss. The hon Member's time is up.

Shri B. Dasgupta: Now I come to my own country. Regarding our state of education, we may take a broader outlook. Why should we bother about school-houses, finance and other things? There are easy ways of doing this. Let us call our villagers, give them some money and tell them 'you select your own teachers'. I find that 68 per cent are illiterate in our country. We must have a broad base but I have no time now to go into aspect in greater detail.

Before I close, I would like to stress on one point for the consideration of the House, and that is about language. There is provision in the Constitution in the case of linguistic minorities. It is a vital point. After the reorganisation of States, some Bengali-speaking portions in Bihar have remained outside Bengal. The educational policy of the Bihar Government regarding that portion is being carried on as before. The boys living in the Bengali-speaking portion, in parts of Manbhum which have been left in Bihar, are not having the freedom of being educated in their own mother tongue. I would like to invite any Member of this House to go and see the condition there. There are so

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many Bengali-speaking villages there and yet the students are compelled to take their lessons in Hindi. The primary schools are asked to keep their registers in Hindi, and the whole system of education is conducted in Hindi. Though there are proposals, resolutions, directions and safeguards in respect of the linguistic minorities, that they should be taught in their mother tongue, yet, in the practical field what is being done? They are being trampled as they had been trampled in the past. For the past 8 years we are crying hoarse against this aggression of Hindi on non-Hindi speaking people. But now it is time for us to consider this seriously. I put it before the House and I request the House to take note of this problem and to see that in India, wherever we live, we shall have free and equal opportunities of learning in our mother-tongue, in our own language.

Shri Thanu Pillai (Thirunelveli)
Mr Deputy-Speaker in the first ten years of Independence, we have been experimenting on the education of children and too much of experimenting has taken place. There is no co-ordination in education. Within the same State, there is basic education, there is the old conventional education. Professors express doubts and difference of opinion whether basic education will produce proper students for university education. One reason which is stated for the modification of university education and introduction of pre-professional courses is that the quality of the products of basic schools, and even of the old High Schools, because of the language policy adopted by the States, has gone down. Whatever may be the truth or otherwise about it, the children are left in the lurch. They do not know which will be the right education for them to follow. To join the basic school or the other school, they are at a loss to know. On top of that, even between Universities, there is no co-ordination. One University says, you must have

two years compulsory attendance after graduation for a Master's degree. Another University gives evening classes and night classes for the two degrees to be taken simultaneously. All the degrees are the same for appointment in Government. M.A., LL.B., B.A., or M.A. with two years attendance or non-attendance, there is no difference. There are certain Universities which are conservative; there are certain others which are very liberal, rather too liberal. Whether we should be conservative or liberal is a different matter. But, the quality should not deteriorate. We are not attempting co-ordination of any of these things though there is the University Grants Commission and other things. Universities have become autonomous bodies. They do not want any interference from Government. Autonomy sometimes degenerates into licence and there is no co-ordination between one University and another. We want co-ordination in every sphere. It is lacking in the fundamental sphere of education.

Then, I come to the propagation of Hindi. Hindi is going to be the official language in a few years, 15 years. The non-Hindi areas want more time. But even after extending the period for another 15 years, if the present policy is to be continued, the non-Hindi areas will never be in a position to cope with the demands of Hindi areas or match with them, because, the Governments concerned are afraid of compelling the students to learn Hindi, but they are prepared to compel the administration, the officers, clerks and government servants to compulsorily learn Hindi. Here also, we are compelled to listen Hindi speeches whether we understand or not.

An Hon. Member: You understand Hindi very well.

Shri Thanu Pillai: The hon. Member cannot say whether I understand Hindi or not. I admit that I do not understand it even after five years. What I appeal is for the future generation. If you want India to con-

tinue united, if you want to introduce Hindi and expect Hindi to be the common language and still India to be united, if you continue this policy, the future generation of the non-Hindi areas will revolt and rebel because they cannot understand it. Why not we compel the students today? Children can learn 2 or 3 or 4 languages. In Delhi, boys from non-Hindi areas are learning Hindi. They are prize winners in Hindi. Why is the Government not making Hindi compulsory all over India even as a second language? There is such an uproar for university education to be imparted in the mother tongue. There are 14 mother tongues in our country. Each one is going to take a degree in Engineering or Law or Medicine in different languages. A doctor will attend on a patient with an interpreter and not by himself. That would be the fate of the country if this policy is pursued.

A sum of Rs. 276,000 is spent for the propagation of Hindi: Rs. 30,000 for non-Hindi areas. What for is this amount spent? It is such a niggardly sum when you think of the large number of non-Hindi people who are to be educated. If somebody wants to give Hindi education in schools to the children, they want special fees to teach Hindi because they want to give a special pay to the Hindi teachers. Instead of spending money in Hindi areas, I would suggest this. The State Governments may not be able to find all the money because they are not able to match your grants and thereby they lose your grants. Therefore, Hindi education must be spread by compulsorily introducing Hindi in all the schools and by paying all the salaries of the Hindi teachers from the Centre and by giving Hindi scholarships for children who would not be entitled to scholarships otherwise. That would be an incentive for those boys to take up Hindi and learn Hindi.

Coming to scholarships to the backward classes and Scheduled castes, the provision was Rs. 1,50,00,000 last

year. For renewal, adequate funds were not available. After much persuasion, Government was good enough to give Rs. 36,50,000. Now, the Budget papers show only Rs. 1½ crores. I do not know whether they are increasing this amount. I remember to have read the figure Rs. 2 crores in some papers. Even that will not be sufficient to cover all the backward classes and Scheduled Castes scholarships.

Then, I come to the allotment of scholarships. The allotment is on a population basis statewide. Why should it be so? Other funds are not allotted on a population basis. The new projects, the new mines and the new grants for steel and iron works are not being divided on the population basis. Where there is raw material, there the money flows. We have got raw material; children to be educated. To boot we have abject poverty. We are a backward State economically. As I said, our backward class boys are expected to get 60 per cent of the marks for getting a scholarship. In certain other States, a boy getting 40 per cent gets a scholarship. In Madras and the southern States where there are a large number of people, they have to get 60 per cent. Some years ago it was 50 per cent. The parents borrow and send the children to school in the hope of getting a scholarship. At the end of the year, Government says, no scholarship. Either the boy has to leave the school half way or the parents have to go on borrowing for the education of the children or educate them somewhere else. This is a very difficult position for the people of our State. I submit that the Scheduled Caste boys, as at present, can get scholarships without any mark qualification. The marks for the backward class boys should not, under any circumstances, be more than 50 per cent.

Then about the forward community boys. The time has not yet come to remove the distinction between forward, backward and scheduled clas-

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ses, but the time has come when the poor boys of the forward community should also get aid from the Government. I appealed two or three years ago to give a tax concession for contribution to scholarship for forward community boys. Even that period has gone now. With our new taxation proposals and the abuses that are thrown at us, even that amount of contribution will not be coming from anybody now, because we will be taxing for contribution also. That will be an excuse even if we do not do that. Therefore, I submit that the best boys who get more than 60 or 70 per cent of marks, should be helped. Their talent should not be lost to the country if they are very poor and cannot continue their studies in colleges.

There is a merit scholarship for 400 boys, but that does not touch even the fringe of the problem. Even presidency first boys are not able to get the scholarship, and therefore they become lower division or upper division clerks, and they are a nuisance in all the departments because they are intelligent men doing very low jobs and getting a very low salary, and they are instigators of so many troubles. They are graduates and for want of a job they go in for this lower grade job and then they kick up a row saying "I am a graduate, the other man who is my senior or superior is only a matriculate." So, lots of things are happening because of this educational policy and employment policy. Give free education to whoever is talented, and to catch up with the forward communities, give more aid to the backward communities, but do not deny aid to the forward community's deserving boys who are an asset and will be an asset to the nation.

Then when I compare the amount spent on the Social Welfare Board and the denial of scholarships to poor boys, it is really very painful. The Social Welfare Board gets Rs. 15

crores allotted for five years. There is a paper called *Yojana* which is also published by the Government and that says Rs 10.5 crores for the Second Plan is allotted for rehabilitation of fallen women. You deny educational facilities, you deny economic facilities and then go on rehabilitating fallen women. Four hundred centres are to be started. Are we a nation of fallen women? I cannot understand this. And this paper, published by the Government of India, says—the write-up is very painful, it is something worse than Miss Mayo's *Mother India*—

"Annas eight per client. Ten to twenty clients in an evening. It is the usual price of young womanhood when sold in the market in India. In common parlance the trade is known as prostitution which exists almost in every part of the country."

Is this the type of literature that should be sent out of the country for consumption by our people or by any people? And we are spending crores on this and denying the rightful claim of small boys to benefits of scholarships.

Dr. K. L. Shrimall: It is not published by the Ministry of Education.

Shri Thanu Pillai: Whatever Ministry it is, this *Yojana* is published by the Government of India. The Education Ministry does not take responsibility for *Yojana*, but somebody prints it. Whatever Ministry it is, the paper is there and it prints such things.

After spending that money, what is the conclusion which the author writes:

"No matter how much we improve the basic economic and social conditions, women would always be available for this profession so long as the demand is there."

Is it for this that you want to spend Rs 10.5 crores for five years? Our teachers are paid poorly, our children

are denied funds for scholarships when there is such a lot of money available for other purposes. Then, the Social Welfare Board will take a long time, an hour or more, we cannot discuss it. I only want to say that the jeeps and women go ill together.

श्री सरजू पांडे (रमडा) उपान्यस्त
महोदय शिक्षा मंत्रालय के सम्बन्ध में मैं कुछ
एक बातें इस हाउस में निवेदन करने के लिए
आया हूँ। जैसा कि मुझे से पूर्व के वक्ताओं
ने कहा है और मैं भी कहना चाहता हूँ कि
शिक्षा विभाग की खुद अपनी कोई पानिमी
नहीं है। मैं देखना हूँ कि बड़े-बड़े शास्त्री
विवेचन इन हैं बड़ी बड़ी योजनाएँ बनाई
जाती हैं और यह दिखाने की कोशिश की
जाती है कि शिक्षा के सम्बन्ध में बहुत अधिक
काम हो रहा है और इनके बारे में रिपोर्टें भी
छारी जाती हैं अब सारी में भी निकाला जाता है
मगर मैं इस नीति पर पहुँचा हूँ कि इन सारी
बातों के होने के बावजूद हमारे देश में जो
शिक्षा का उद्देश्य है वह कुछ और ही
समझा गया है। नौ वर्ष हमें आजाद हो
गए हैं लेकिन इसके बावजूद भी न तो बच्चा
का नैतिक स्तर ऊँचा हुआ है और न
ही शिक्षा विभाग में कोई आमूल परिवर्तन हुए
और न ही बड़े पैमाने पर लोगों को शिक्षित
किया गया है। समझ में नहीं आता कि जिस
नीति पर आप चल रहे हैं और जिस रफ़्तार
में आप चल रहे हैं उस तरह से आप किस
तरह से निकट भविष्य में लोगों को शिक्षित
बना सकते हैं। सब से बड़ा मसाला हमारे सामने
यहो है कि किस तरह से अधिक से अधिक
लोगों को शिक्षित बनाया जाए। हमारे
देश में बहुत कम सख्या लोगों की ऐपी है जो
पढ़े लिखे हैं। ऐसे लोगों को जो बिल्कुल पढ़े
लिखे नहीं हैं उनको पढ़ा लिखा बनाना
हमारा कर्तव्य है। मैं देख रहा हूँ कि नी बरों
के बाद भी इस दिशा में कोई प्रगति नहीं
हुई है। जिस प्रकार से प्रगति हो रही है
उस प्रकार से मेरा क्या है कि हम कम से

कम सी साल में कुछ ही लोगों को पढ़ा लिखा
पायेंगे।

दूसरी सब से बड़ी समस्या स्त्रियों को
शिक्षित करने की है। गाँवों में प्रारम्भिक
शिक्षा के बाद लड़कियों के लिए पढ़ने की
कोई व्यवस्था नहीं है। मैं उत्तर प्रदेश के पूर्वी
जिलों का रहने वाला हूँ। वहाँ की हालत से
बहुत से मेम्बर माहिबान बाकिफ होंगे।
वहाँ पर गाँव के गाँव ऐसे हैं जहाँ पर कितने
ही मीलों तक कोई स्कूल नहीं है। मैं समझता हूँ
कि शिक्षा विभाग ऐसे प्रांतों की तरफ
बहुत ही कम ध्यान दे रहा है कि जहाँ पर
शिक्षा की कमी है और कोई सुविधाएँ नहीं हैं।
ऐसे स्थानों की ओर शिक्षा विभाग का ध्यान
विशेष रूप में जाना चाहिए।

जो पिछड़ी हुई भाषाएँ हमारे देश की
हैं जिनमें कि बच्चे पढ़ लिखकर शिक्षित हो
सकने हैं उनको बढ़ावा देने की कोई योजना
सरकार ने पाम नहीं है। मिसाल के तौर पर
मैं भोजपुरी को लेता हूँ। भोजपुरी को हमारी
सरकार कोई भाषा ही नहीं मानती है।
सरकार द्वारा किसी भाषा को मान्यता प्रदान
करने का और ही तरीका है। मेरे विचार में
हमारे देश की जिननी भी भाषाएँ हैं, उन
सब को विकसित करना सरकार का
कर्तव्य होना चाहिए। ये वे भाषाएँ हैं जिन में
कि वहाँ के लोग आपस में बात करते हैं। मैं
इसमें कोई भेद नहीं मानता कि उनका भाषा
का रूप हुआ है या नहीं हुआ है। भोजपुरी में
कई किताबें लिखी गई हैं। महापंडित राहुल
साकृन्ध्यायन ने इसमें बहुत सी किताबें लिखी हैं।
उत्तर प्रदेश की तथा बिहार की बहुसंख्यक
जनता इस भाषा को जानती तथा बोली है।
मैं तो यह चाहता हूँ कि इस तरह की सभी
भाषाओं के लिए भी सरकार कोई अनुदान
मुकरें कर दे और न भाषाओं की सीखने
की, बच्चों के लिए व्यवस्था कर दे ताकि वे
अपनी मातृभाषा में पढ़ लिख सकें।

[श्री सरजू पांडे]

उर्दू के सम्बन्ध में मैं यह कहना चाहता हूँ कि हमारे देश में कुछ लोग हैं जो इस ज़बान के सवाल को साम्प्रदायिकता का रूप दे देते हैं। मैं चाहता हूँ कि देश की सभी भाषायें जिस में उर्दू भी है, विकसित हों। उर्दू भाषा किसी जाति विशेष या सम्प्रदाय विशेष की भाषा नहीं है बल्कि जनता की बहुत बड़ी संख्या की यह भाषा है। इसमें बहुत अच्छी-अच्छी पुस्तकें लिखी गई हैं और उर्दू के बड़े-बड़े कवि और शायर भी हुए हैं। ऐसी हर एक ज़बानें जो हैं वह हमारे देश में विकसित होनी चाहिये, ऐसा मैं समझता हूँ और इसको साम्प्रदायिक शक्ल में पेश करना ठीक नहीं है। सच बात तो यह है कि उर्दू ज़बान के विकास के लिए और इस तरह की और दूसरी जो प्रान्तीय ज़बानें हैं उनके विकास के लिए भी सरकार को कोई न कोई योजना बनानी चाहिए और प्रान्तीय भाषाओं का विकास भी जरूरी है।

इसके अलावा जो बात मुझे कहीं है वह यह है कि जिस देश के अन्दर शिक्षा विभाग के अन्दर अष्टाचार फैला हुआ हो, उस देश की स्वतन्त्रता मेरी तो समझ में नहीं आती कि क्या है। जहाँ पर बच्चों में स्कूल के लड़कों में इस किस्म की बातें देखने को मिलती हो जहाँ पर कि शिक्षा का स्तर इतना गिरा हुआ हो, और मैं समझता हूँ कि अखबार पढ़ने वालों में यह बात ख़री नहीं होगी कि एक जगह जब लड़कों में सवाल किया गया कि दलाई लामा कौन है तो यह जवाब मिला कि वह जवाहरलाल नेहरू के भाई हैं वही स्वतन्त्रता और स्वराज्य क्या अर्थ रखते हैं। सरकार को आज शिक्षा के क्षेत्र में जो व्यापक पैमाने पर अष्टाचार फैला हुआ है, उसके कारणों की तलाश करानी चाहिए और उसके निराकरण का प्रयत्न करना चाहिए। हमारे पढ़ने वाले बच्चों की जानकारी कितनी कम है इसके कई उदाहरण दिये जा सकते हैं।

मसलन प्यांग काई लोक का और खुद जब लड़कों से हमारे शिक्षा मंत्री श्रीलाला आश्रय के बारे में पूछा गया तो लड़कों ने कहा कि वे पैगम्बर हैं। यह चीज मैंने अखबारों में देखी थी और मैं समझता हूँ कि अन्य माननीय सदस्यों ने भी देखी होगी। कहना का तात्पर्य यह है कि शिक्षा का स्तर हमारे देश में बहुत अधिक नीचे गिर गया है और अब समय आ गया है कि सरकार इस बारे में जागरूकता से काम ले और शिक्षा की समस्या को ठीक तौर पर हल करने का प्रयत्न करे। सरकार का गम्भीरता पूर्वक यह बात नोचनी चाहिए कि आखिर बात क्या है जो हमारे देश के बच्चों का शिक्षा का स्तर इतना गिरता जा रहा है। मैं समझता हूँ कि इसकी एक वजह तो यह है कि हमारे अध्यापकों को काम मिलता है और दूसरे अध्यापकों को हमारे समाज में घृणा का द्रष्टि से देखा जाता और उनकी कोई स्थान न दिया जाता है और यहाँ वजह है कि आज उमर किस्म के बच्चे पैदा नहीं किये जा रहे हैं जिनको कि मही मायनों में हम शिक्षित कर सकें। आज कल लड़के महज वागजों टिप्पिया किसी तरह इम्तिहान पास करके शामिल हो लेते हैं लेकिन जब उनकी योग्यता पर गौर किया जाता है तो वह, तन्म आता है। शिक्षा विभाग को इस बारे में सोचना चाहिए कि यह जो इस तरह में देश का स्तर गिरता जा रहा है और विद्यार्थियों के प्रान्त मास्ट्रो में जा एक इन प्रान्त की अहंता पैदा हो रही है वह बहुत अशुभ है।

आज हमारे देश के लड़कों की हालत बहुत ही खराब है और स्वयं सरकार भी इसका मानती है और उमरें अपनी रिपोर्ट में कहा है कि कुछ प्रान्त सेंटर की तरफ से दी जायेगी और कुछ प्रान्तीय सरकारों के ऊपर छोड़ दिया जायगा। आज कल इस विषय की ओर से विद्यार्थियों और छात्रों से एलेक्शन लड़ने का काम भी लिया जा रहा है और एक तरफ तो कांग्रेस के लोगों की तरफ से

कहा जाता है कि विद्यार्थियों को राजनीति में भाग नहीं लेना चाहिए दूसरी तरफ उनसे राजनीति में खुले धाम हिस्सा लेने के लिये प्रोत्साहित किया जाता है जिसके कि कारण शिक्षा का काम पीछे रह जाता है। विद्यार्थियों के राजनीति के चक्कर में पढ़ने से उनकी पढ़ाई लिखाई बिलकुल चौपट हो जाती है और इस तरह उनके जीवन को बिलकुल चौपट कर दिया है।

मैं चाहता हूँ कि हमारी सरकार और शिक्षा विभाग इस तरीके से लोगों की तालीम की व्यवस्था करे जिसमें कि हमारे देश में भ्रष्ट बच्चे पैदा हो सके और इसके लिए जरूरी है कि हम टीचर्स की आर्थिक समस्या में सुधार करे ताकि वे अपने काम में दिलचस्पी लें और देश को योग्य विद्यार्थी प्रदान करे।

इसके अनिश्चित एक अजीब बात हमें देखने को मिलती है। मैं स्वयं हिन्दी का बड़ा हिमायती हूँ। यूँ तो हम हिन्दी को देश की राष्ट्र भाषा स्वीकार कर चुके हैं लेकिन हिन्दी के प्रति सरकार का जैसा रुख और जिस तरीके की हिन्दी हम में बुलवाने की कोशिश की जा रही है उसमें मुझ बड़ी हैरत होती है। मैंने बनारस के भाज अध्यक्ष में देखा कि चाय के लिए "दुग्ध शर्करा मिश्रित पर्वनात्यप्र वाप्यपेय" यह शब्द गढ़ा गया है जो कि बहुत मुश्किल है। अब मैं नहीं समझता कि चाय शब्द जो कि हिन्दी में इतना घुल मिल गया है और हर एक समझता है उसको बदलकर इस तरह का अप्रचलित और कठिन शब्द रखा जाय जिसको कि समझने में हर एक को कठिनाई महसूस हो। यह तो मैंने आपको एक मिसाल देकर बतलाया। इसी तरह से रेलगाड़ी, सप्लाई विभाग आदि शब्दों के स्थान पर भी इस तरह के कठिन और अप्रचलित शब्द गढ़े गये हैं।

सेठ विनय दास (जबलपुर) : यह कौन कर रहा है ?

श्री सरजू पांडे : मैंने इसकी बात "भाज" अध्यक्षों में पढ़ा था और अगर चाहें तो मैं उसको दिखा सकता हूँ।

श्री बाबगेरी (मलरामपुर) : जो हिन्दी का मजाक उड़ाना चाहते हैं ऐसे शब्द सुना रहे हैं।

श्री सरजू पांडे : मैं निवेदन करना चाहता हूँ कि मैं हिन्दी का पसंदीता हूँ। लेकिन जो कठिन हिन्दी इस किस्म की बनाई जा रही है उस पर मैंने यह ऐतराज किया है। मैं उस सम्बन्ध में यह निवेदन करना चाहूँगा कि अप्रचलित और कठिन शब्द न गढ़ करके ऐसे शब्दों को जो कि काफी प्रचलित हैं और जो कि बिलकुल हमारे बीच में घुल मिल गये हैं उनको हमें लेना चाहिए।

आखिर में मैं दो, तीन सुझाव रख कर अपना भाषण समाप्त करूँगा। पहली चीज तो मैं यह चाहता हूँ कि गांवों में ज्यादा से ज्यादा लोगों को शिक्षित बनाने के लिए चलते फिरते स्कूल कायम किये जाय। हमारे एक माननीय सदस्य ने बताया था कि किस तरीके से रूस और चीन के भन्दर लोगों को साक्षर बनाया गया। मैं चाहता हूँ देश में ज्यादा से ज्यादा लोगों को शिक्षित बनाने के लिए चलते फिरने स्कूल कायम किये जाय ताकि किसानों को उनके खेतों पर तालीम देने की व्यवस्था हो सके।

मैं चाहता हूँ कि अध्यापकों का वेतन और अधिक बढ़ाया जाय क्योंकि यह हमें सदैव स्मरण रखना चाहिए कि वे ही हमारी भावी सतति को बनाने वाले हैं। उनकी आर्थिक अवस्था हमें सुधारने का प्रयत्न करना चाहिए ताकि उनका रोजी की कठिनाई न रहे और वह दिल लगा कर बच्चों को पढ़ाने का काम कर सकें।

इसके अलावा तमाम पिछड़ी हुई भाषाओं भोजपुरी आदि को सरकार की ओर से सरसभ मिलना चाहिए। मुझे उम्मीद है कि

[श्री सरजू पांडे]

पूँजी महोदय और सरकार मेरे इन सुझाओं पर गम्भीरता से विचार करेंगे और उन पर प्रयत्न करेंगे ताकि देश में शिक्षा का स्तर ऊँचा हो।

डा० सुशीला बाबर (भासी) : उपाध्यक्ष महोदय, यह बहुत जो शिक्षा विभाग के स्तर के सम्बन्ध में हो रही है मेरे खयाल में हम जो कल डिफेंस और दूसरे मामलों पर बहस कर रहे थे, उन सब से भगर मैं कहूँ कि यह ज्यादा महत्व रखती है तो इस में कोई प्रतिधोक्ती नहीं होगी। डिफेंस का बहुत बड़ा महत्व है और कामर्स का और बन बढ़ाने के जितने साधन हैं उनका बहुत महत्व है लेकिन शिक्षा का महत्व उन से भी अधिक बड़ा होता है क्योंकि शिक्षा ही एक ऐसी चीज जिसके द्वारा हम यह योग्यता हासिल करते हैं कि अपनी रक्षा कर सकें और धन का उपार्जन कर सकें अथवा हम अपने वास्ते गल्ला पैदा कर सकें और जो हम उत्पादन करते हैं उसका सही इस्तेमाल कर सकें। इसलिए मुझे यह बड़े अफसोस के साथ कहना पड़ता है कि शिक्षा पर जितना धन खर्च होना चाहिए या जितनी तबज्जह दी जानी चाहिए वह नहीं दी जाती है चाहे वह केन्द्र द्वारा हो, चाहे स्टेट गवर्नमेंट्स द्वारा हो अथवा आपके म्युनिसिपल बोर्ड्स या डिस्ट्रिक्ट बोर्ड्स के द्वारा हो। वहाँ पर शिक्षा पर खर्च करने में कुछ हाथ लीजा जाता है और उसके महत्व की ओर पूरा ध्यान नहीं दिया जाता।

हमने अपने संविधान में यह कहा था कि दस साल के अन्दर हमारे देश में सभी बच्चों को प्राथमिक शिक्षा मिलनी शुरू हो जायगी। अगहमरी कम्पलसरी एजुकेशन की तरफ हमने बहुत जोर दिया था और काफ़ी जोरों से उसके बारे में बातचीत की थी मगर आज जब वह दिन नजदीक आ रहा है तो यह कहना शुरू हो गया है कि अब अबचि उस को दस, पन्द्रह साल के लिए और बढ़ा दिया जाय। बाहिर बात है कि बच्चों की संख्या बढ़ती जाती

है। अगर आप हिसाब लगाएँ, परसेन्टेंज लगाएँ कि कितने हमारे बच्चे हैं और उन में से कितनों को शिक्षा मिलती है तो पता चलेगा कि हम बहुत आगे नहीं बढ़ रहे एक बड़े शिक्षा विचारक मुझ से कह रहे थे कि जितने हमारे शिक्षक और स्कूल बढ़ते हैं उतने ही बच्चे बढ़ जाते हैं, इसलिए बाहिर में परसेन्टेंज में बहुत फर्क नहीं पड़ता है। कुछ सच्चा जरूर बढ़ रही है, मैं जानती हूँ कि पहले जितने बच्चों को शिक्षा मिलती थी उस से बहुत ज्यादा बच्चों को अब शिक्षा मिलती है, लेकिन सवाल यह है कि हमें हर एक बच्चे को शिक्षा देनी है और हम यह नहीं कह सकते कि पच्चीस वर्ष बाद या पचास वर्ष बाद हम यह सब सुविधाएँ मिलगी और आज के बच्चे दश को स्वर्ण बना देंगे। पच्चीस और पचास वर्ष तक आज के बच्चे अविध्य के सपनों को सच देखने के लिए नहीं बैठा रहेगा। जनता आज कहती है कि हमारे बच्चों के लिए स्कूल चाहिए। आप किसी देहात में चले जाइए, पिछड़े से पिछड़े प्रदेश में चले जाइये, लोगों की पहली मांग होती है कि हमारे बच्चों के लिए स्कूल चाहिए। तो मुझे ऐसा लगता है कि यह स्टेट सम्बन्ध है, इस की तरफ तबज्जह न दे कर शिक्षा मंत्रालय को एक ऐसी योजना बनानी चाहिए, असमियन को मामन रखकर योजना बनानी चाहिए ताकि हम इसी पंचवर्षीय योजना में अर्थात् द्वितीय पंचवर्षीय योजना के भीतर हर एक बच्चे बच्चे की शिक्षा का प्रबन्ध कर सकें। असे ही यह सात साल के लिए हो या दस साल के लिये हो। मेरा बड़ी नम्रता से निवेदन है कि आप बड़ी ज़ुबी से घाटेंस कालिजों पर खर्च करने की बात करते हैं। उसे बन्द कर दीजिये। कुछ असे के लिए, सारे स्कूलों की शिक्षा पर केन्द्रित हो हाँ आप की तबज्जह टेक्निकल एजुकेशन की तरफ जरूर रहनी चाहिए देश के विकास के लिए, लेकिन वह आवश्यक है घाटेंस कालिज बंद कर अवर बन्द कर दिने आवें तो बड़ी बात नहीं है। बड़ी ज़ुबी की बात है कि हम यूथ फेस्टिवल्स बनाते हैं लेकिन अगर यूथ फेस्टिवल्स बनाने के कारण हमारे बच्चों

को प्राइमरी एजुकेशन के सिरे बन नहीं मिलता, तो मैं समझती हूँ कि हम को उन के बगैर ही गुजारा करना चाहिए, लेकिन छोटे बच्चों की पूरी शिक्षा का प्रबन्ध करना चाहिए।

मैं समझती हूँ कि घाट के कालेजेज बगैरह में, प्राइवेट इन्स्टिट्यूशन्स के द्वारा चल सकें हैं। प्राइवेट ट्यूटर्स बगैरह भी होते हैं, प्राइवेट क्विन्स भी मदद कर सकते हैं, प्रकेडेमिक शिक्षा में रम लेने वाले जो विद्यार्थीगण हों उन में से जो ब्रिनिंग्टन स्टूडेंट्स हो उन को स्कालरशिप्स देने चाहिए ताकि जो गरीब बच्चे हो और उच्च शिक्षा प्राप्त करने के योग्य हों उन को उच्च शिक्षा मिल सके। यह सुविधा भी होनी चाहिए कि उच्च शिक्षा लड़के खुद काम कर के ले सके। चाहे वह ईक्विग क्लरसेज के द्वारा ले चाहे और किसी तरीके से लेकिन मैं सरकार की पहली जिम्मेदारी हाई स्कूल तक के लेबेल को समझती हूँ। यदि आप हाई स्कूल तक शिक्षा देना उस के लिए सम्भव न हो, तो जिसे लोअर सेकेंडरी कहते हैं, आप उस को प्राथमी क्लास तक समझिए, वहाँ तक सरकार का सब का धिया देनी ही चाहिये। खाली पाचवीं क्लास तक की शिक्षा को मैं निकम्मी समझती हूँ। उस में खाली थोड़ा सा पढ़ना लिखना सीख कर कुछ दिन के बाद से उस को भूल जाते हैं, केवल इस से हमें मतौर नहीं मानना चाहिये। पर प्राथमिक शिक्षा पूरी पहुँचाने के लिये हम क्या करें। मैं समझती हूँ कि यह बड़ी धामानी से हो सकता है। हम हर एक पब्लिशिंग का एक कांस्ट्रक्शन करें। हर एक हाई स्कूल से कुछ लड़के लड़कियों को सात दो साल स्कूलों में पढ़ाने का काम ले ऐसे बक्स में उन को तन्हावाह न दी जाए, उन को एक तरह का आनरेरियम दिया जाए। उन को अच्छी तरह से देखा जाए। उन से जो योग्य लड़के लड़कियाँ निकले संगठन की दृष्टि से, शिक्षा की दृष्टि से, उनको आगे बढ़ावा जाये, चाहे उन को नीकरियों

में लिया जाए चाहे शिक्षा विभाग में या दूसरी जगह यहाँ पर जाज बार बेमिन, बार बेमिन की बात हानी है। आखिर बार बेमिन क्या होता है? देश की सच्ची रक्षा, से उस की सप्टो इम चीज में है कि देश के अन्दर देश के लोग शिक्षित हो सफुष्ट हो, उन के दिन के अन्दर यह भावना हो कि हमारे देश में हमारी मौजूदा हुकूमत हमारे जीवन की आवश्यकताओं के ऊपर, हमारे बच्चों की आवश्यकताओं के ऊपर पूरी नजरअंदाज दे रही है। यह सब से बड़ी सुझा है। जो हमारे दिनों के अन्दर रूढ़ि और बनाप होगा, मैं उसीको सच्ची सुझा मानती हूँ। अगर लोगों में प्रमत्तता हो तो खाली फौजों में किसी देश की रक्षा नहीं होती।

हम ने एडल्ट एजुकेशन की तरफ, मांगल एजुकेशन की तरफ, जो कि फंडामेंटल चीजे हैं, काफी ध्यान दिया है। इस की युक्त खुशी है, लेकिन मैं शिक्षा मंत्री से बड़ी नम्रता के साथ यह पूछना चाहती हूँ कि हम निरक्षरता दूर करने बिनन नजदीक आये हैं मैं उनसे निवेदन करना चाहती हूँ कि जितने आप के गवर्नमेंट प्राफिसर हैं, पोस्टल आफिसर हैं, जेलर आफिसर हैं, सफ्टवेयर इन्स्ट्रुमेंट हैं, आप क्यों नहीं ऐसा प्रबन्ध करते कि उन में एक घंटा या आध घंटा एडल्ट एजुकेशन का होगा? मैं के लिये हम को टीचर्स रखने को ज़रूरत नहीं। जो पढ़े लिखे लोग उन दफ्तरों में हैं आप उन्हीं से यह काम लीजिये। इस का यह परिणाम होगा कि साल दो साल के अन्दर आप के यहाँ जितने काम करने वाले हैं सब के सब शिक्षित हो जायेंगे। इस तरह करने में आप देखेंगे कि कुछ दिनों में बहुत बढ़िया किस्म की न सही, बढ़िया किस्म की ही सही, लेकिन सब लोगों के लिये, चाहे एडल्ट हों, या बच्चे हो, उन को कुछ शिक्षा का प्रबन्ध हो जायगा फिर हमारी योजना तो यह है कि प्रथमी पंच वर्षीय योजना में, उस से प्रथमी पंच-वर्षीय योजना में, हमारी शिक्षा और ऊँचे दर्जे की हो जाएगी बढ़िया किस्म की हो जाएगी। मैं

[डा० सुधीला नायर]

कहना चाहती हूँ कि कुछ भी हो लेकिन आज कुछ न कुछ एजुकेशन तो हर एक बच्चे को मिलनी चाहिये। इस के लिये दस वर्ष, पंद्रह वर्ष की जो बात है वह उचित नहीं है, ठीक नहीं है।

उधर हम बेसिक एजुकेशन की काफी बात करते हैं और बेसिक एजुकेशन को हम ने स्वीकार किया है। बेसिक एजुकेशन के लिये स्टैन्डिंग कमेटी भी बनी है, असेसमेंट कमेटी भी बनी है और उन ने काफी अच्छी रिक्मेन्डेशन्स भी दी है। पर उन रिक्मेन्डेशन्स अमल में लाने में कितनी फर्ती से हम काम करते हैं, कितनी तेजी से हम कदम उठाते हैं, उस पर सारी चीज का दायरमदार है। मैं नें देगो में कई जगहों पर जा कर देखा है, चर्खे धूल में भरे हुये पड़े हैं। क्या यह हमारी बेसिक एजुकेशन है? मैं तो बहुत नम्रता में निवेदन करना चाहती हूँ कि आप के डाइरेक्टमेंट आफ एजुकेशन, आप का मैकंटेरियट स्टाफ, आप के मंत्री महोदय स्टैंडर्स में या दूसरी जगहों में जब तक उन लोगों के लिये मेमिनारम् कर के, उन लोगों को बेसिक एजुकेशन के मेन्टम् में रख कर या मेवाधाम जैसी मस्थाओं में रख कर उन के दिमाग पर यह सच्चा और गहरा प्रभाव नहीं डालते कि यह सही किस्म की एजुकेशन है, अच्छी एजुकेशन है, जब तक उन के अन्दर इस की समझ नहीं आती है। जब तक उन के अन्दर स को कद पंदा नहीं हाती तब तक आप की बेसिक एजुकेशन सफल नहीं हो सकती। खाली बेसिक स्कूल की तादाद से ही काम नहीं चलता। आप को देखना चाहिये कि उन की क्वालिटी क्या है। आप क्वालिटी के लिये क्वालिटी को सीक्रियेड न करे। मेरा नम्रता से निवेदन है कि स तरह से सही मानो मैं बेसिक एजुकेशन को बढ़ावा दे।

फिर आप के बेसिक एजुकेशन विभाग का, आप के इन्स्टीट्यूट और लावी र्ड का

धीर दूरी, तीसरी जो इस किस्म की संस्थाएं हैं उन का आपस में कुछ कोऑर्डेशन होना चाहिए। मैंने देखा है कि डेर लगे हुए हैं बच्चों के काते ए सूत के। उन को बूढ़े काट जाते हैं क्योंकि उस सूत से जो नुईनी चाहिए वह नहीं होती। सब बात तो यह है कि कतारें भी हों, कतारों के बाद नुईनी भी हो और वह कपड़ा उन बच्चों के लिये और उनके माता पिता के लिये ही स्तेमाल हो। अगर यह व्यवस्था आप के बेसिक स्कूल में होगा तब आपका कार्य में सफलता होगी और उस का आर्थिक लाभ भी आप का मिलगा।

आज कल आर्थिक लाभ की बात बेसिक स्कूल के लिये कहना एक फीम ला गया है। यह बिन्कुल फुडल सी बात है। सब सब बात यह कि बेसिक एजुकेशन सही तरीके से की जाए और उस का सकार बनाया जाय। उन की साथ आवश्यकताएँ पूरी की जाये तो अपने आप से उनसे आर्थिक लाभ निकल सकता है। लेकिन आज तो होता यह है कि बेसिक एजुकेशन बड़ा खर्चीला है, कम खर्चीला नहीं है। अगर मैं कहना चाहती हूँ कि बेसिक एजुकेशन को बसाने के तरीके में दोष है, स्कीम में दोष नहीं है। फिर हमारे गहरो के स्कूलों में बेसिक एजुकेशन नहीं है, हमारे यहां के बड़े लोगों के बच्चों के लिये बेसिक एजुकेशन नहीं है। रिपोर्ट में एक तजवीज रखी गई है कि दिल्ली में एक माडल बेसिक एजुकेशन स्कूल बनाया जायगा। लेकिन कौन बनायेगा, कौन चलायगा उस स्कूल को? जिन के पास उस की कोई नस्वीर नहीं है। जिन के मन में विश्वास नहीं है। ऐसी हालत में वह साहब माडल क्या उसे बनायेंगे। यह तो एक चीज है। दूसरी चीज, यह है कि अगर आप को यह स्कूल चलाना है तो आप को यह भी सोचना चाहिये कि शहर में जो बड़े लोगों के बच्चों के लिये बेसिक एजुकेशन का माडल स्कूल चलायेंगे

उस का नक्शा और उस का नमूना जो स्कूल आप बेहास बालों के लिये बलाते हैं उस के नक्शे और नमूने का होगा या उस से प्रलग किस्म का होगा या कि दोनों के दम्यान के स्तर की कोई चीज यह होगी। उस में अच्छी तालीम दी जाये, यह तो आवश्यक है। लेकिन जो उस का बेसिक उसूल है वह वही होना चाहिये। मिसाल के तौर पर यह ब्रिटिश प्रथा है कि प्रिम आफ वेल्स जब नंवी में तालीम लेने के लिये जाता है तो बिला इस बात का ब्याल बिदे हुए कि वह प्रिम आफ वेल्स है वह दूसरे लोगों के साथ बैठ कर गई बेंड खाता है और ब्लैक काफी पीता है। ऐसा नहीं होता कि क्योंकि वह प्रिम आफ वेल्स है इसलिए उस के लिये कोई ज्यादा अच्छा इन्तिजाम किया जाये। तो इन बेसिक स्कूल्स में शिक्षा अच्छी हो इस बात का तो आप ध्यान रखें लेकिन इस बात का ध्यान नहीं रखना चाहिये कि ये बड़े लोगों के लड़कों के लिये स्कूल हैं और दूसरे छोटे लोगों के लड़कों के लिये हैं। आप यह माइल मारे देश के लिये बना रहे हैं किन्ती एक जमाअन के लिये यह माइल नहीं बना रहे हैं।

15 hrs.

हेल्थ एजुकेशन के बारे में भी हम में बताया गया है। हम में मैं ज्यादा विगत में नहीं जानता चाहती। लेकिन मुझे इनका कहना है कि हेल्थ एजुकेशन सभी मफल हो सकती है जबकि हेल्थ मिनिस्ट्री और एजुकेशन मिनिस्ट्री का मिला जुला प्रोग्राम हो। इस में जितनी सबजजह देनी चाहिये हम बस्त नहीं दी जा रही है।

फिर हैडीकेपड बच्चों के लिये भी कुछ पसा रखा गया है। इन बच्चों के लिये जितना हम को करना चाहिये उतना हम समय नहीं हो रहा है। कुछ कुछ हम ने अपने लड़कों के लिये स्कूल खोले हैं जैसेकि एक बेहराहून में है। लेकिन हम को ऐसे सारे लोगों के लिये प्यान करना चाहिये कि

जितने भी हैडीकेपड बच्चे हैं उन को हम किसी प्रकार से देश का पूरफुल सिटीजन बना सकें। इस तरफ तबजजह देने की बहुत जरूरत है।

अन्वों को कुछ जगह हम शिक्षा देते हैं लेकिन मैं शिक्षा मन्त्रालय में बड़ी नम्रता से यह कहना चाहती हू कि इन अन्वों में काफी तादाद ऐसी है कि जिन को अगर बढिया किस्म का चरमा दिया जाये और उन के लिये मोटे मोटे भण्डारों में किताबें छापी जायें तो वह पढ सकते हैं। बहुत से अन्वों में देखने की थोड़ी सी शक्ति बाकी रह जाती है। उन का अच्छा इस्तेमाल किया जा सकता है। बहुत से बच्चे जो बहरे होते हैं उन से भी काफी तादाद ऐसी होती है कि अगर उन को हिपरिंग एड्स दी जायें तो वे सुन सकते हैं। लेकिन हम ने ऐसा कोई इन्तिजाम नहीं किया है कि इन बच्चों को चश्मे या सुनने की मशीन या ऐसी और म्हायना दी जाये इन बच्चों के मा बाप गरीब होते हैं, उन के पास पैसा नहीं होता। और हम ने अपने यहा कोई ऐसा रिमर्च नहीं किया है कि हम अपने देश में ऐसी चीजे बना सकें और इन बच्चों को दे सकें और उन को उपयोगी नागरिक बना सकें।

आप कुछ हैडीकेपड बच्चों को शिक्षा तो दे देते हैं पर बाद में उन को काम दिलाने का कोई इन्तिजाम नहीं है। कुछ बच्चों को संगीत मिलाया जाता है लेकिन उन को बाद में कोई काम दिलाने का इन्तिजाम नहीं है। मैं जानती हू कि मद्रास में एम्प्लायमेंट एक्सचेंज ने कुछ ऐसे लोगों को काम दिलाया है। लेकिन देश भर में इस तरह बहुत तबजजह देने की जरूरत है। दूसरे देशों में ऐसे लोगों को काम दिलाने का प्रबन्ध है। इंग्लैंड में ऐसे कानून बने हुए हैं कि हर एक फैक्टरी और बड़ा एम्पलायर कम से कम ५ परसेंट हैडीकेपड लोगों को नौकर रखे। इन लोगों की जो क्षिति

[डा० सुशीला नायर]

बाकी रह गई है अगर उस का प्राप ठीक तरह से इस्तेमाल करें तो ये देश के उपयोगी नागरिक बन सकते हैं। मैंने अमरीका में एक संस्था देखी जिस को एबिलिटीड इन-कारपोरेट कहते हैं। वह बहुत ही ज्यादा हैंड्रैफ्ट लोगों को काम देते हैं। वह कहते हैं कि हम इन की डिमएबिलिटीज की तरफ ध्यान नहीं देते। हम तो जो कुछ उन की एबिलिटी है उस का विकास करते हैं। उन्होंने इन लोगों की प्रोडक्टिव कैमिटी को इतना बढ़ा दिया है कि वे नार्मल लोगों से ज्यादा काम कर लेते हैं।

लोग कहते हैं कि जब एबिल बाइंड को काम नहीं मिलता तो इन अप्रग लोगों का कैसे काम दिया जाये। लेकिन इसमें एक अंशमा है। एबिल बाइंड तो किया न किया, तरह काम जाता है लेकिन जो हैंड्रैफ्ट है उसका काम तो सरकार की मदद के बिना नहीं चल सकता इसलिए उसको तो प्रापका मदद देनी चाहिये।

कुछ यहाँ पर हिन्दी और उर्दू के बारे में कहा गया। मुझे सुशी है कि हिन्दी को प्रोत्साहन दिया जाये। हिन्दी हमारी राष्ट्र-भाषा बन कर पनप रही है। उनको बढ़ना चाहिये। लेकिन मैं कहना चाहती हूँ कि उर्दू भी हमारी जवानों में से एक है। यह हमारा पुराना वारस है। हमारे देश में एक बहुत बड़ी तादाद उर्दू जानने वालों की है। जिस हिस्से से मैं आती हूँ जो अब पश्चिम पाकिस्तान में है वहाँ पर तो पहले हम उर्दू सीखते थे और बाद में हिन्दी सीखते थे। अंग्रेजों को हम अपने देश में रखना चाहते हैं क्योंकि वह एक इंटर-नेशनल लैंग्वेज है लेकिन उर्दू जो कि हमारी पड़ोसियों की भाषा है उसकी तरफ हमारा बिरोध भाव है। हमारे देश में यू० पी० में और यहाँ दिल्ली में उर्दू भाषा बहुत समय से बोली जाती है। आज हम

अपने इस हैरिटेज को लो रहे हैं। इसकी तरफ भी हमको तबज्जह देनी चाहिये।

इसी सिलसिले में मैं यह कहना चाहती हूँ कि जो हमारी रीजनल लैंग्वेज है उनके बारे में शिक्षा मंत्रालय को यह इन्तिजाम करना चाहिये कि उन्हें देवनागरी लिपि में छापा जाये। मैं तो कहती हूँ कि अगर ऐसा किया जाये तो दक्षिण की भाषाओं को हम बहुत आसानी से समझ सकते हैं। उत्तर की कुछ भाषाओं की लिपि जैसे मराठी की तो देवनागरी ही है मगर कुछ जैसे असमिया भाषा की लिपि देवनागरी से नहीं मिलती। अगर इन भाषाओं को देवनागरी लिपि में छापा जाये तो हम उनको आसानी से सीख सकते हैं। अभी मैं भू-दान यात्रा के सिलसिले में दक्षिण में घूमी तो मैंने देखा कि दक्षिण की भाषाएँ तेलगू, कन्नड़ और किर्गो हद तक मलयाली भी बहुत मुश्किल नहीं हैं हा, तामिल मुश्किल है। लेकिन अगर इन भाषाओं को देवनागरी लिपि में लिखा जाय तो कम से कम ५० पर सेंट हम समझ जायेंगे।

एक बहिन ने कहा कि प्राइमरी स्कूल भी सरकार को ले लेने चाहिये। मैं यह प्रदब से कहती हूँ कि मेरा इस राय से मतभेद है। वह दिन बड़ा ही दुःखद दिन होगा जब हुकूमत सारे एजुकेशनल सिस्टम पर कब्जा करके बैठ जायेंगी। एजुकेशन ऐसी चीज है जिसमें प्रयोग करने की और उसका विकास करने की स्वतन्त्रता होनी चाहिये। लेकिन दिल्ली में प्राइवेट स्कूलों का यह मिस्टम चल रहा है कि ६० परसेंट सहायता सरकार से मिल जाती है और १० परसेंट लोग अपनी तरफ से लगाकर दुकान खोल देते हैं। यह ठीक नहीं है। दिल्ली में कुछ बहुत अच्छे किस्म के प्राइवेट स्कूल हैं पर उनको सरकारी सहायता इतनी नहीं मिल रही है। प्राप प्राइवेट स्कूलों पर स्टैंडर्ड एनफोर्स करे ताकि शिक्षा अच्छी हो लेकिन इन स्कूलों को सरकार से ये यह देश के हित में नहीं होना।

यह वी कुछ सेंट्रल सोशल बलकेयर बोर्ड के बारे में कहना चाहती हूँ। यह सोशल बलकेयर बोर्ड बना तो इमनिवे है कि जो लोग बलकेयर का काम करते हैं उनको मदद दी जाये लेकिन इसमें ज्यादा जोर दिया जा रहा है नई प्रोजेक्ट पर। नए प्रोजेक्ट आप जरूर रखें यह अच्छा चीज है। लेकिन यह अच्छा नहीं मालूम हुआ कि गवर्नमेंट जो चाज करे वह घटिया डिस्म की हो। इसका अलावा मदद देने का नियम जो आपने ब्लस और रेगुलेशन बनाय है वे ऐसे हैं कि मेरे समक्ष नए नए ग्रान्ट, फिर हमारे आम पायकर्स को न समझ में कैसे आयेगे व किस तरह में मदद हासिल कर सकते हैं। मेरे म्याल से इनको सिम्पलीफाई करने की बहुत जरूरत है।

बहुत से प्रास्टीट्यूशन का भी जिक्र आया है। इस मिलमिल में हम वक्त मिलाइते हैं। हा कहेंगे कि यह कह कर कि यह खर्च नहीं हो सकता डिस्मिट हारन की बात निकम्मी बात होगी। यह एक आर्थिक और सोशल प्रब्लम है और जो लोग प्रोजेक्टमें हैं या जो इस काम को करवाने हैं अगर हम उनको सजा दें तो इस काम में सफलता मिल सकती है। लेकिन सोशल बलकेयर बोर्ड की तरफ से यह चीज रखी गई है कि आफ्टर केयर होम्स का इन्तजाम किया जाये। यानी प्रास्टीट्यूशन करने वाली लड़कियों को दुश्मनी के बाद उनकी आफ्टर केयर के लिये होम्स का प्राबिजन किया जाये। अगर कोई आफ्टर केयर होम खोलें तो उसको मदद मिल सकती है। लेकिन अभी तो पहली चीज ही नहीं है। पहले इन लोगों को इस काम से अलग तो किया जाये। उसके बाद इनकी आफ्टर केयर का सवाल पैदा होगा। इस तरफ भी शिक्षा मंत्रालय को ध्यान देने की जरूरत है।

Shri M. D. Mathur (Nagaur): Mr. Deputy-Speaker, Sir, a few days before I was pleading with the Railway

Ministry for sympathetic consideration towards the under-developed areas. Today I plead the same with the Education Ministry, for sympathetic consideration of those backward areas which have not developed educationally in the last few centuries.

If you look to the development of education in India, you will find, that literacy in Kerala is more than 70 per cent while in Assam and Rajasthan it is less than 10 per cent. We cannot deal with these two extremes with the same standard. Therefore, I would request the planners and the Ministry of Education that whenever they consider the question of allotment of grants, backward States must be given more sympathetic treatment and more funds should be placed at their disposal. Also the rigidity of the conditions of grants should be relaxed. In cases where matching grants are given, where the States have to contribute sometimes 50 per cent or more, and where they are unable to do so, the people are deprived of the benefits of the State grants. Therefore, my humble submission is that to those States which are educationally backward, where literacy is below 10 per cent or 15 per cent, special consideration should be given.

Then, I would draw the attention of the Education Minister to the question of literacy in our country. This aspect of the problem has been completely ignored so much so that we stand exactly where we were. Our population has increased but the percentage of literacy has not increased except in one or two States. Adult education classes are run in a few places, but they do not serve the purpose.

Education has been considered as the second line of defence of the country. Yesterday and the day before we were discussing the Defence Demands and it is good that today we are discussing the Educational Grants immediately after it. We found that there was dissatisfaction when we

[Shri M. D. Mathur]

were discussing the Defence Grants and the same dissatisfaction remains so far as Education is concerned. I want to submit that unless the people are made literate, the economic exploitation of the people shall continue. Unless the knowledge of the three 'R's are imparted to the people, unless the thumb impression practice is wiped out completely from the country, we cannot expect democracy to thrive successfully in India. Therefore, politically it is necessary to give prominence to the question of literacy. Economically it is also necessary; otherwise middlemen will exploit the poor villagers and the cultivators since they do not know how to read and write. They have to pay the money they take on loan a number of times because they are not literate. From these considerations, it is necessary that literacy should be given proper importance in the scheme of things.

The next point that I want to submit is the question of technical education in our country. Recently, we were circulated a Report of the Committee on Engineering Personnel from where we know that we are short of engineers and technical staff in our country. Russia produces about 70,000 engineers every year, as we were informed by the Prime Minister some time ago, and American produces 50,000 every year; but we have got 29,000 engineers, including big and small.

In recent years, technical and engineering colleges have increased. But, looking to our available resources the Ministry can very well say that it will not be possible for us to increase any more. My suggestion is this. These institutions should have double and, if possible, three shifts, because we can very conveniently run evening classes in these colleges and, instead of admitting 100 boys, we can easily take 200 boys. If this system is adopted, we can satisfy more students; as today only a fraction of the students are admitted and the rest are disappoint-

ed. They have to get themselves admitted in the Arts or Law colleges and they have to leave the study of science or technical education. That is why my submission is that if more colleges are not possible, double shift should be adopted in technical colleges.

If we look at primary education, then, according to the Directive Principles of the Constitution, as so many hon. Members have pointed out, we ought to be able, by 1960, to give free and compulsory education to all the children up to the age of 14. But with the resources as they are, we will not be able to fulfil this Directive Principle even in 20 years' time. As has been rightly pointed out by one hon. Member, every time we expand our classes, the population of school-going children also increases and we are not able to cope with it. So, either we would have to revise the Directive Principles in our Constitution or we have to fall short of it or we will have to accelerate our pace in the matter.

The other difficulty is this. Wherever we have primary schools, the teachers are either matriculates or, sometimes, failed matriculates. They are poorly paid in the States and they do not like to go to the villages. When the teacher in a school is absent, then the school is absent. My experience is that 20 per cent of these schools do not function properly. Therefore, it is necessary to consider the question of the salary of the teachers who are sent to the villages. You can imagine the state of mind of a man who is a matriculate and about 16 years of age when he goes to the village for teaching. He is there alone, sitting miles off in the desert or in the hilly areas, teaching school children. He is not feeling happy there; he has got limited resources. Therefore, he takes this job as a spring board for jumping into some other big job. Immediately he gets an offer from the Revenue Department, even as a patwari, he leaves. He thinks that the job of a patwari

is more lucrative and has more amenities of life than the job of a school teacher. Unless the teacher's status is improved, however much you increase the number of schools, they will not work efficiently. The Ministry can easily say that it is the job of the States and that they are prepared to contribute 50 per cent of the increase in salary. We know this reply well.

Look to the Budgets of the States. They are all deficit Budgets; they have no funds. Therefore, your offer is simply on paper. I would like the Minister, when he replies, to let us know how many States have taken full advantage of this offer and to what extent they have taken it. I know so many States . .

Shri Ranga (Tenali): Not one State

Shri M. D. Mathur: My hon. friend says, not even one. There may, possibly, be a few. But the purpose is not served.

Recently the Prime Minister of China said that the primary school teachers are engineers of the soul of the country. The engineers are paid so high to construct buildings. Then, the engineers who built the soul of the country should be paid better positively.

It is not because the teachers have formed some trade unions and they want more salaries that I am supporting them. I am supporting them because unless they are paid properly they will not come out to serve in the Education Department. You can say that you have raised the number of schools, say, by 500 or 600 in the financial year. But, we find that when 50 schools are opened, 50 others remain closed, because teachers are not available for 6 or 7 months after the month of July.

I would not like to take more time of the House because most of the Members have touched on so many problems. But, I would like to inform the Education Minister that unless and until a tempo is created we cannot achieve our object. An impression must be created in the

common man that we want to wipe out illiteracy from our country, we want to eradicate it. The youth of the country and all the Members of Parliament should be called upon to observe "Sikshadan' fortnight"—as the Ministry of Community Projects observed "Shramdan fortnight" where in crores of rupees worth of labour was offered and buildings constructed. Every Member of Parliament should be requested to educate at least two people. So many employees of the State today want more salary. Why not you say, 'You will get your salary quite all right, but, you must also educate two men in one year or otherwise your promotion will not be given next time. If this is made compulsory, I think, thousands of people could be made literate. The States must take the responsibility for the refresher courses. But, so far as making the people literate is concerned, so far as the imparting of knowledge of the 3 'R's is concerned, I think the private organisations and the educated middle-class should be invited and a tempo should be created. Unless you are not able to drive out illiteracy and this problem remains the democracy will not function efficiently and ultimately, because of this our political system would not work efficiently. We are all interested in this education programme. The arts colleges can wait. So far as technical education and the basic primary education are concerned, these are the basic demands of the country and I think the Ministry must give them proper attention.

श्री स० म० बनर्जी (कानपुर) : उपा-

ध्यक्ष महोदय, आज इस सदन में एजुकेशन मिनिस्ट्री की डिमांड्स फार ग्रांट्स पर बहस हो रही है। इस सदन के सम्मुख बहुत से सैम्बरों ने बहुत से सुझाव पेश किये हैं। आज तीन चीजें हमारे सामने हैं। एक तो हम चाहते हैं कि शिक्षा का प्रसार हो, दूसरे हम यह चाहते हैं कि हमारा सांस्कृतिक विकास हो और तीसरे हम यह चाहते हैं कि हमारा वैज्ञानिक विकास हो। इन तीन चीजों को हमने अपने सामने रख कर बसना

[अ० स० म० बनर्सी]

है। अभी कुछ दोस्तों ने कहा है कि शिक्षा की जो प्रणाली है उसको बदलने की आवश्यकता है। अगर हम यह चाहते हैं कि हमारा देश आगे बढ़े, हमारे देश का विकास हो, हमारा देश प्रगति करे, तो हमारे विद्यार्थियों को ऐसी शिक्षा दी जानी चाहिये जिसमें कि उनका चरित्र गठन हो। चरित्रगठन की ही आज सबसे अधिक आवश्यकता है। आज उनके दिल में राष्ट्रीय भावना जगाने की जरूरत है और वह तभी संभव हो सकता है जब हम शिक्षा प्रणाली को ऐसी बनायें जिसमें कि देश की परम्परा छिरी हुई हो, जिसमें कि देश की बहादुरी और शूजात की कहानी हो। शिक्षा प्रणाली में ऐसी झलक होनी चाहिये जिसको पाकर कि विद्यार्थी आप में आप उच्च शिक्षा पाने के लिये आगे बढ़ सकें।

आज जब हम शिक्षा पर दृष्टि डालने हैं तो सबसे पहली चीज हमारे सामने यह आती है कि माँ बाप बच्चों को ऐसी शिक्षा देना चाहते हैं कि जिसको पाकर उनको जल्दी में जल्दी नौकरी मिल जाय। वे बच्चों की रुचि का, बच्चों के झुकाव का, उनके रुझान का ख्याल नहीं रखते हैं। उनका ध्यान हमेशा नौकरी की तरफ रहता है। अगर बच्चे का रुझान लिट्रचर की ओर है तो हम उसको दूसरी ही ओर ले जाने हैं और अगर साइम की ओर है तो उसको साइम न पढ़वा कर कोई दूसरी ही चीज पढ़वाने हैं। हम यहो हैं कि इस चीज को पढ़ने में तुम्हें एग्जिटिंग मिस्टेरी और आई० ए० अगर पढ़ना नहीं मिलेगा। इसका क्या कारण है। इसका एक कारण हमारी आर्थिक परिस्थिति भी है। आर्थिक हानन हमारे देश की—खराब तो मैं नहीं कहूँगा—मैं यह कहूँगा कि अच्छी नहीं है। शिक्षा प्रणाली ऐसी होनी चाहिये जिसमें अन्दर उसका जिस ओर झुकाव हो उस चीज की उसको शिक्षा मिले सके। मैं चाहता हूँ कि

कम से कम आज इस चीज की कोशिश तो की ही जानी चाहिये।

मैं आज भाषणों को जो सुन रहा था और साथ ही साथ मिनिस्टर साहब की ओर भी देख रहा था कि वे क्या कहने हैं आज जब हम शिक्षा की बात करते हैं तो जो अध्यापक हैं उनकी भी बात किये बिना हम नहीं रह सकते हैं। अध्यापकों की आज जो आर्थिक हालत है वह किसी से छिरी हुई नहीं है। उनका ध्यान इसी तरफ रहता है कि घाट मिलने वाली है और तनख्वाह बढ़ने वाली है। अध्यापक लोग हर रोज हमारे पास आते हैं और हम में प्रार्थना करते हैं कि हम सदन के सम्मुख उनकी भागी को पेश करें। जब उनकी आर्थिक हालत अच्छी नहीं होती है तो हम उनमें किस तरह से यह आशा कर सकते हैं कि वे लड़कों को अच्छी तरह से पढ़ा सकेंगे। जब उनको मालूम होता है कि फाकाकशी की नीबत आ गई है, घर पर खाने को कुछ नहीं है, पहनने के लिये जूना नहीं है, पहनने के लिये कपड़े जो कि साफ सुथरे होने चाहिये नहीं हैं, इन्सिक्टर साहब को दिखाने के लिये कोई अच्छे कपड़े नहीं हैं, तो किस तरह से उनका मन बच्चों को दिल लगा कर पढ़ाने में हो सकता है और किस तरह से हमारे बच्चे चरित्रवान बन सकते हैं। उनकी जो चिन्ताये हैं उनका जब तक ध्यान नहीं होता तब तक बच्चों का चरित्रगठन नहीं हो सकता। आप रामायण निखाना चाहते हैं लेकिन राम की बान नहीं करना चाहते यह कैसे हो सकता है। शिक्षा पर विचार करने समय आपको शिक्षकों का ख्याल रखना ही होगा। उनकी दशा सुधारें बिना काम नहीं चल सकता है। उनकी तनख्वाह आप लोगों का बढ़ानी ही चाहिये ताकि वे अपनी जीविका चला सकें अन्यथा वे जीविका धारण नहीं कर सकते हैं। मैं आपको टीचर्स की जो हालत है उसका एक नमूना बतलाना चाहता हूँ। अभी हाल ही

में मुझे किसी साहब ने बताया कि किमी बे एक प्राइवेट ट्यूटर अपने बच्चों को पढ़ाने के लिये रखा। उसको दस सपया महीना देना तय किया। आपकी मालूम है कि पांच रुपये में भी टीचर मिल जाते हैं और पांच बच्चों को पढ़ाने के लिये भी इसी फीस पर मिल जाते हैं। जब वह लड़का पढ़ने लगा तो उसने उस टीचर से पूछा कि सफेदी की शंभेजी क्या होती है। टीचर ने जवाब दिया कि लाइम वाश। उम लड़के ने जब अपने पिता को बताया कि सफेदी की शंभेजी मास्टर साहब ने लाइम वाश बतनाई है तो उसके पिता ने कहा कि लाइम वाश नहीं व्हाइट वाश होती है और मास्टर ने तुम्हें गलत बताया है। दूसरे दिन उस लड़के ने मास्टर साहब से कहा कि सफेदी की शंभेजी लाइम वाश नहीं, व्हाइट वाश होती है और आपने गलत ज्यो बताया तो मास्टर साहब ने कहा कि दस रुपये में लाइम वाश ही हो सकता है व्हाइट वाश नहीं हो सकता। ऐसी हालत में आप खद ही मोच सकते हैं इस सब का कारण क्या है। जब टीचर के दिल में हवेशा यह समया रहता है कि फाकाफशी का मुकाबला किस तरह से किया जाये, भुलमरी का मुकाबला किस तरह से किया जाये तो वह किम तरह से दिल लगाकर बच्चों को पढ़ा सकता है और किस तरह से लड़कों का चरित्र ऊचा उठ सकता है और किम तरह से बे राष्ट्र के लिये उपयोगी सिद्ध हो सकते हैं। अगर कही टीचर के दो चार लड़कियां हो गईं तो जो उसकी हालत होती होगी, उसका भन्दाजा आसानी से सगाया जा सकता है। मैं यह नहीं कहता कि आप कुछ भी नहीं कर रहे हैं मगर जो कुछ आप कर रहे हैं वह नाकाफी है और आपकी टीचर्स की तनक्वाह अवश्य बढानी चाहिये। मैं आज इस सदन में शिक्षा मंत्रालय की आलोचना करने के लिये सड़ा हुआ हूँ। मेरी जो यह आलोचना है यह रचनात्मक आलोचना है और मैं चाहता हूँ कि आप मेरे सुझावों पर गम्भीरता पूर्वक

विचार करें। शिक्षा के क्षेत्र में हमारी जो भावना होनी चाहिये वह राष्ट्रीय भावना होनी चाहिये।

अभी हमारे एक सदस्य ने कहा यदि किसी बच्चे के पास जूता न हो, वर्दी न हो, पैसे न हों तो वह बच्चा स्कूल में नहीं जा सकता है। हमारे देश में लोगों की जो आर्थिक हालत है वह आपसे छिपी हुई नहीं है। लोग बच्चों के लिये वर्दी कहां से लायें और उनको पढ़ाने का जो खर्चा है वह वहां से लाये हर कोई यह चाहता है कि उसका बच्चा अच्छी वर्दी तथा साफ सुथरी वर्दी पहन कर स्कूल जाये मगर वह ऐसा नहीं कर पाता है। अगर वे वस्तुयें उसको सस्ती सुलभ हो जायें तो बच्चे वर्दी पहन कर भी स्कूल जा सकते हैं। हर मा बाप यह चाहता है कि उसका बच्चा खूबसूरत वर्दी पहने और दूसरे लड़कों के साथ कदम मिला कर चले और उसे मेस आफ डिस्टिप्लिन हो। लेकिन सवाल हमारे सामने यह आता है कि वह वर्दी कहा से लाये। मैं मंत्री महोदय से कहना चाहता हूँ कि आज वह अपना ध्यान इस ओर केन्द्रित करे कि हमारे देश में चीप एजुकेशन हो, प्रापर एजुकेशन हो।

इसके साथ ही साथ कानिजों में जो भीड़ भाड़ होती है उसकी ओर भी मैं आपका ध्यान दिलाना चाहता हूँ। हमारे कालेज में इतने विद्यार्थी होते हैं कि वे अपने आप में एक बिजी सिटी बन जाते हैं। एक एक कमरे में 3-3 मौ लड़के पढ़ते हैं और ऐसी आसका रहती है कि कही ब्लैक होल ट्रेजिडी न हो जायें। एक एक कालेज में 3-3 हजार लड़के पढ़ रहे हैं। कानपुर शहर में डी० ए० बी० कालेज में 3,000 लड़के हैं। कलकत्ता के विद्यासागर कालेज में शायद 20,000 लड़के पढ़ते हैं। जब इतने ज्यादा लड़के एक कालेज में पढ़ते हो तो आप भन्दाजा लगा सकते हैं कि किस तरह से टीचर उनको अच्छी तरह से पढ़ा पाते होंगे। उनको अपनी उनकी किस्मत पर छोड़ दिया जाता है और जो अपने आप मेहनत कर लेते हैं वे तो अच्छे

[श्री स० म० बनर्जी]

निकल आते हैं और बाकी के रह जाते हैं । साथ ही साथ श्री-शिफ्ट बेसिस पर काम किया जाता है । शिफ्ट्स में टीचर्स बढ़ाने पड़ेंगे और उनको अच्छी पे वेनी होगी । जब आप ऐसा करेंगे तभी स्तर ऊंचा उठ सकेगा ।

अब मैं ललित कला की तरफ आता हूँ । मैंने संगीत नाटक अकादमी को तथा ललित कला अकादमी को देखा है । इनको तथा दूसरी इंस्टीट्यूशंस को कुछ रुपया दिया गया है । हम चाहते हैं कि फाइन आर्ट को बढ़ावा आप दे, हम यह भी चाहते हैं कि देश की कल्चर आगे बढ़े और हमारे देश की जो पुरानी परम्पराएँ हैं उनका विकास हो और इनका विकास ललित कला अकादमी की मार्फत किया जा रहा है । आज आप फाइन आर्ट की तरफ तबज्जह देना चाहते हैं । हम भी चाहते हैं कि आप इसकी ओर तबज्जह दें । आज हमारा नारा यह नहीं होना चाहिये कि आर्ट फार आर्ट सेक है । आज हमें आर्ट फॉर लाइफ सेक बनाना होगा । आज हमें उस आर्ट की ओर ध्यान देना है जिससे कि हमारा नैतिक स्तर ऊंचा उठ सके, जिससे हमारे बच्चों का चरित्रगठन हो, जिससे हमारे देश के निर्माण में मदद मिले, जिसको देख कर हमारे रोगटें खड़े हो जायें, जिसको देख कर हम देश को आगे ले जाने की प्रेरणा हासिल कर सकें । मैं यह नहीं कहता कि आप कालीदास की तमाम रचनाओं को खत्म कर दें या मिर्जा गालिब को खत्म कर दें, या शंकरपीयर को खत्म कर दें । लेकिन आज आपको आर्ट फार लाइफ सेक करना पड़ेगा, आर्ट फार आर्ट सेक ही काफी नहीं है । मैं यह नहीं कहता कि आप पुरानी चीजों को भूल जायें । या हमारा दश भूल जायें । चाहें दुनिया बदल जायें लेकिन कालीदास और शंकरपीयर जिन्दा रहेंगे । लेकिन आपका जो ध्यान है वह इस ओर होना चाहिये कि बीमारी को किस तरह से दूर किया जायें,

बेकारी को किस तरह से दूर किया जायें । शिक्षा मंत्रालय द्वारा यह जो संगीत नाटक अकादमी के समारोह हो रहे हैं और जिनमें कि देश के गणमान्य संगीतज्ञ और उस्ताद लोग भाग ले रहे हैं, उन समारोहों के लिये १०, २०, ३०, ४० और ५० रुपये के टिकिट रखे जाते हैं और स्पष्ट है कि बहुत साधारण जनता की ताकत के बाहर है कि वे इन समारोहों में शामिल हो सकें । मेरा तो मंत्रालय को सुझाव है कि इस तरह के फंक्शनो पर टिकिट न होना चाहिये और ओपेन ऐयर फंक्शन किया जाय ताकि अधिक से अधिक लोग उन समारोहों में भाग ले सकें और कला और संगीत आदि में रुचि ले सकें और अपने ज्ञान में अभिवृद्धि कर सकें । आज जब हमारे देश के हरदिल अजीज लीडर जवाहरलाल नेहरू जी शान्ति का झंडा लेकर दुनिया के देशों को शान्ति का मार्ग दिखा रहे हैं और भारतवर्ष का नाम ऊंचा कर रहे हैं । तब हमें भी अपनी कलचरल एक्टिविटीज को ज़ेरो नहीं करना चाहिये और ऐसी व्यवस्था करनी चाहिये ताकि अधिक से अधिक लोग हमारे इन फंक्शंस में हिस्सा ले सकें और उनके लिये मेरा सुझाव है कि इस तरह के कलचरल आयोजन बंद जगहों में न करके खुले मैदानों में करने चाहिए ताकि हजारों आदमी उन नाटकों इत्यादि को देख सकें । आप उन समारोहों में भाग लेने के लिये कमायु हिस्से से फोक डासमें बुलाते हैं और अन्य अन्य स्थानों से फोक डासमें और इफोक सिगसमें बुलवाते हैं और मेरी समझ में कला का विकास तो तभी हो सकता है जब इन समारोहों में आप साधारण लोगों को शामिल होने की सुविधा प्रदान करें । अगर ऐसा किया जायगा तो हमारे साधारण लोगों में भी संगीत आदि कलाओं के प्रति रुचि बढ़ेगी । एक मजदूर मिल में दिन भर सक्त मेहनत करने के बाद जब घर लौटता है तो उसकी भी स्वभाविक इच्छा होती है कि वह बिरहा गाये अथवा सावन में झूले का

सना था। इसलिये मैं चाहता हूँ कि आप मेरे सुझाव पर गम्भीरता से विचार करें। आपकी थीप एजुकेशन, ग्रीपर एजुकेशन और ग्रेटर वेजेब और दी टीचर्स की व्यवस्था करनी चाहिये। कलचरल साइड को डेवलप करने के लिये और उसे एक सुचारु रूप देने के लिये आप एक क्परेसा बनायें ताकि घाट फौर घाटस् सेक न होकर घाट फौर लाइफ़ सेक हो और जिसमें देश के कीमिन लोग भी हिस्सा ले सकें और अपना उचित योग दे सकें और ऐसा होने पर ही देश भर में कलचरल प्रोग्रेस हो सकती है और कला का विकास हो सकता है।

अब मैं जनाब की इजाजत में कुछ एक शब्द बैज्ञानिक गवेषणा के सम्बन्ध में कहना चाहूँगा। इस साइंटिफिक रिसर्च के मातहत जो डाइरेक्टर आफ मैप पबलिकेशन सर्वे आफ इंडिया का दफ्तर है वहाँ के कर्मचारियों की हालत बड़ी शोचनीय थी। मैं डिप्टी मिनिस्टर साहब को धन्यवाद देना चाहता हूँ कि हमारे प्रोफेसर ठाकुर ने देहरादून के मैप पबलिकेशन के कर्मचारियों को कुछ सुविधा पहुँचाई और उनकी मजदूरी तथा कुछ अन्य सवालों को उन्होंने किपी हद तक हल किया। आज जब जरूरत इस बात की है कि देश में तरह तरह के मैप बने और हमारे देश की उन्नति हो तब हमें यह देखना बहुत आवश्यक हो जाता है कि वहाँ पर जो हमारे कर्मचारी हैं वे मनुष्य हो और उनको रोजी धादि की दिक्कतें न हों। अब आज फील्ड वर्क करके वापस आने वाले लोगों को डिपार्टमेंट्स लीव दे दी जाती है उनको तनखाह न देकर ७ रुपये घाट आने दे दिये जाते हैं। मेरा सुझाव है कि इस डिपार्टमेंट्स लीव को आप कैसिल करें और उनको रेगुलराइज किया जाय। कंटेजेंसीज में जो घादनी है उनकी सर्विस को रेगुलराइज किया जाय।

इसके अलावा मैं आपके ध्यान में यह बात लाना चाहता हूँ कि सर्वे के कर्मचारियों

की एक क्लास फोर की यूनियन है जिसकी कि मेम्बरशिप ६० प्रतिशत है और बककिस्वरी कश्मिं या बुक्किस्वरी कश्मिं में उस यूनियन का सभापति हूँ। मेरा मंत्री महोदय मैं निवेदन है कि उस यूनियन को रेगुलरीशन प्रदान करें और सर्वे के दफ्तर में काम करने वाले कर्मचारियों को परमानेंट करने के लिये जरूरी कदम उठावें। यह कर्मचारी बेचारे भूप, जाड़े और बारिश से सक्त मेहनत करते हैं और जमीन से सोना उगाने की कोशिश करते हैं और वह आपके सामने नहीं नई विकास योजनाओं का रूप रखते हैं। और यह उचित ही है कि इनकी हालत को बेहतर बनाने के लिए सरकार ध्यान दे।

अन्त में मुझे अधिक न कह कर केवल यही निवेदन करना है कि हम अपनी शिक्षा की व्यवस्था ऐसी करें ताकि हमारे नौनिहाल बच्चे स्कूलों से योग्य बन कर निकलें और इस काबिल हो कि देश के हर क्षेत्र में अपना पार्ट योग्यता पूर्वक भरा कर सके और देश की बहुमुखी उन्नति कर सकें। इसके लिए हमें प्रयत्न करना होगा कि टीचर्स हम ऐसे रखें जो कि गुरु द्रोणाचार्य सरीखे हो ताकि उनसे शिक्षा पाये हुए सड़के देश के नाम को उज्जवल कर सके। जाहिर है कि ३५ रुपये पाने वाले गुरु की विद्यार्थी क्या इज्जत करेंगे और इसलिए यह बड़ा जरूरी है कि हम टीचर्स की आर्थिक कठिनाइयाँ दूर करें और उनका स्टेटस बढ़ायें ताकि वे उत्साह के साथ अपने कर्तव्य को निभायें। आइये हम समस्त देशवासी इस तरह की शिक्षा व्यवस्था अपने देश में काममें करें ताकि हम ३५ करोड़ देशवासी कन्बो से कन्बा मिलाकर देश को समाजवाद और शान्ति की नरफ बढ़ायें जो कि हमारा नारा है।

Shri Hem Barua (Gauhati): Mr. Deputy-Speaker, Sir, I would not be discussing the general policies of education pursued by the Government of India, but I would concentrate my discussion on a particular aspect of the policy that is pursued by the Government of India. It is, so far as

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the North-East Frontier Agency is concerned.

There has been trouble in the tribal areas of the North-East Frontier, and this trouble is not only political and economic but cultural and social as well. We know, these tribal people were isolated from the people of the plains by the British rule. The British Raj for obvious reasons instituted iron curtains between the people of the plains and the people of the hills. They had two nefarious regulations. One is the Inner Line Regulation passed in 1873, and the other is the Frontier Tracts Regulation passed in 1880. These have created a sort of separatist psychology amongst these people.

On the other hand, as soon as we became free it was the business, or it should have been the objective of the Government of India to create a new psychology amongst those people, and that psychology would be the psychology of a comprehensive Indian mind. Today what do we find amongst these people? We find that that comprehensive Indian mind is lacking among the tribal population inhabiting the North-East Frontier Agency, because of the fact that we have pursued the same bygone policy adopted by the British rulers, the policy of isolation. And, that was given a fillip to when Professor Coupland, the British Constitutional Expert, came to this country prior to independence. He made a very sordid suggestion, a suggestion that the hills of Assam and the hills of Upper Burma must be bound together and a new colony instituted under the auspices of British rule.

That psychology is still there, and that is why we feel that the linguistic aspirations of the people inhabiting the NEFA area are to be met. But, somehow or other we are pursuing a most emasculated policy, and that is because of our bureaucrats, the administrators who have gone there all these years, who know nothing about the colourful life of the population

there, the veins of the people there, the cultural standards of the people there and the aspirations of the people inhabiting the tribal areas establish their own steel-framed mind, and they suggest and commend certain things which go counter to the desires and aspirations of the people. That is the crux of the problem today.

I know, on the floor of the House I was just discussing the other day during Question Hour about certain memoranda submitted by the tribal people inhabiting this area. These people have been demanding that Assamese should be the medium of instruction in the schools but, somehow or other, Assamese is not the medium of instruction there, Hindi is being super-imposed. I want Hindi to develop, because Hindi is our national language, but not at the risk of super-imposing it on a people who want a different language, who have different aspirations and who, at the same time, say that Hindi is to be introduced as a compulsory subject in the later stages of educational life and not as a medium of instruction at the initial levels.

That is what Mahatma Gandhi has also said in his famous book called *Our language Problem*. He has said that the medium of instruction must be in the mother tongue of the child. And, the medium of instruction should be in the mother tongue of the tribal population. We want these tribal dialects to develop into a language and not only as the medium of instruction at the elementary stage, we want this language to develop so as to be able to be the medium of instruction in the higher and secondary stages as well.

At the same time, these people have submitted more than one memorandum asking the Government of India to see that Assamese is used as the medium of instruction in the higher stages i.e. post-elementary stages because Assamese is the natural *lingua franca* of the People. There

are different tribal groups. There are as many as 50 tribal groups living in the NEFA area. For some reasons these people have their own dialects, but in their inter-tribal communications, in the inter-tribal exchange of ideas they use only one language and that is Assamese. When these people inhabiting the tribal areas established contacts with the people of the plains, which they had been establishing since time immemorial before the British came and isolated them from the people of the plains, they used the Assamese language. Now there is a provision in our Constitution which provides for the ultimate integration of the NEFA region with the State of Assam. If that provision is given effect to, in that case, they must be taught in a language which they can understand.

Shri Ranga: Which script would you like? Assamese?

Shri Hem Barua: I say like this. Naturally Assamese script may be used for the Assamese language. Hindi would be introduced at the higher stages, just as Hindi is introduced in the non-Hindi-speaking areas in the plains. Hindi should enjoy that position. That is what I say. At the same time, Assamese is their natural language.

I would quote from what Dr. Hutton, has said in his book called *The Sema Nagas* as follows:

"Indeed the Assamese language as used in the Naga Hills is peculiarly well adapted for the reproduction of Naga idioms and as a vehicle of interpretation, it makes a far better *lingua franca* for the hills than Hindusthani or English would, the substitution of which for Assamese has been occasionally suggested."

I want Hindi to occupy the same place as English is occupying today as far as we are concerned in those areas. I will quote another authority,

W. C. Smith. In his book *The Ao Nagas*, he has said:

"In the neighbouring tribe, the Lohta Nagas, the Assamese language is used freely and this no doubt is largely due to the fact that they raised cotton which is sold to the traders in the Assam Valley. In this way, their contacts have been more numerous. As a result of these contacts, the Assamese language is coming to be used by an increasing number of Nagas and the Assamese terms are creeping into their language."

I will quote another authority, J. P. Mills., He says:

"The Aos have probably received more admixture of actual Assamese blood than most Naga tribes, and during the Burmese invasions, many Assamese took refuge in the Ao country. The Lohta Nagas have long been in contact with the Assamese. Many villages even possess grants of land in the plains given by the Ahom Rajas."

Then, may I quote, Sir, another great authority on the tribal population of the north-east, Von Furer-Haimendorf. He says:

"If the tribesmen of the Subansiri region are to adapt themselves to their style of living and closer contacts with outside world, a measure of education is indispensable to make this process a success. Only literacy and a knowledge of Assamese can enable Dafalas or Apatanis to deal in equal terms with the people of the plains. There can be no doubt that acquisition of a working knowledge of colloquial Assamese must be the first choice among the Dafalas and South Kamal Miris."

My argument is this. The demand of this tribal population inhabiting the NEFA area—they live in 50 different groups—is for the Assamese

[Shri Hem Barua]

language because of its historical association and because of the fact that Assamese is the natural *lingua franca* of the different tribal groups inhabiting the North-East Frontier Agency and also because that it is the natural language of the tribal population inhabiting the hills used in their contacts and communication with the people of the plains. That is why these tribal people have submitted that memorandum. As a matter of fact, I know that the memorandum, to which I made a reference on the floor of the House, was submitted to the Governor of Assam, who is in charge of the administration of the NEFA area, on the 22nd May by the tribal population of Margheita demanding that Assamese should be the medium of instruction in the schools.

Another memorandum was submitted by the tribal people of the Lohit frontier division to the State Government. Recently on the 9th June, there was a language day of the NEFA people organised by the Assam Sahitya Sabha and meetings were held demanding the introduction of Assamese as the medium of instruction. There were two speeches by two great tribal leaders, besides these by tribal students reading in the Basic training school at Margheita. The name of one is Abang and the name of the other is Khongpai. These tribal leaders made speeches on the 9th June demanding Assamese to be the medium of instruction there in the NEFA regions.

Under these circumstances, I do not say that Hindi must not grow. Hindi is our national language and it must grow. As a matter of fact, since I came to New Delhi, the aspiration that is uppermost in my mind is that I should learn Hindi. The people in the non-Hindi-speaking areas should learn Hindi, but at the same time, they must learn it not at the expense of their own language nor at the expense of their own desires and aspirations. That is why

I want this House to see that proper justice is done to the people inhabiting the NEFA region. India is a land of Einsteins and Adams and the Adams of India live in the north-east regions. So, we should see to it that the smouldering fire which was injected into them by the British and by Prof. Coupland, the British constitutional expert does not burst into a consuming flame and for that we should be able to satisfy the desires and aspirations of our people living in the tribal areas.

श्री अश्वथो : महोदय, मैं मंत्री जी से प्रार्थना करूंगा कि आज सदन में जितने भाषण हुए हैं वह अधिकांश रूप में हिन्दी में ही हुए हैं और हम देखेंगे कि हमारी महिला सदस्याओं ने उस में विशेष भाग लिया, इसलिए यह स्वस्थ परम्परा होगी यदि हमारे मंत्री जी इस वाद विवाद का जवाब हिन्दी में ही दें।

डा० का० ला० श्रीमानो : मुझे कोई ऐतराज नहीं है, लेकिन सब लोग समझ नहीं पाएंगे।

उपध्यक्ष महोदय : आप की जैसी मर्जी हो, और जिस में आप चाहें, बोल सकते हैं।

श्री अश्वथो : कम से कम शिक्षा मंत्री को तो यहां आदर्श उपस्थित करना चाहिए।

उपध्यक्ष महोदय : माननीय सदस्य ने कह दिया। अब यह मिनिस्टर साहब के लिए है कि जिस में वह चाहें वह बोल सकते हैं। चाहे वह हिन्दी में जवाब दें या अंग्रेजी में दें।

सेठ गोविन्द दास : संसद सदस्य अंग्रेजी समझते हैं, ऐसा तो नहीं है।

Shri Mohammed Imam (Chitaldrug): It should be a language which can be understood by everybody, irrespective of personal inclination.

Mr. Deputy-Speaker: The hon. Minister may speak in English or Hindi, as he likes.

Dr. K. L. Shrimali: I will start in English and end in Hindi.

Mr. Deputy-Speaker: There is half an hour in which he has to express what he wants to say. Whether he wants to do it in two languages or one is his choice.

Dr. K. L. Shrimali: I should like to express my feelings of gratitude to the Members who have participated in the debate for their many constructive suggestions. It will not be possible for me to deal with all the points that have been raised by hon. Members; I would like to confine my remarks to the main issues that have been raised.

There has been a general dissatisfaction with our educational system. This is not a new thing. We had a legacy from the past and we have been dissatisfied with the whole educational system which we inherited from the British people. The Government has been making an attempt to reconstruct it. Whether the Government has been successful or has failed in the task of reconstruction has to be judged by this House. Before we pass judgment I would like the House to consider the criteria which we should lay down in passing that judgment. To my mind there are two criteria which should be laid down, for making an appraisal of the national system of education of any country. In the first place, the system of education must be judged by the character and quality of the citizens. Does our educational system produce men with understanding? Do our people have faith in social ideas and social purpose? Do our people value spiritual and moral values more than material prosperity? These are some of the questions that we should ask ourselves in judging the system of education.

Now, Sir, I am prepared to admit that our educational system is far from being perfect. In fact, no country can claim that they have achieved perfection, as far as educational system is concerned. Education is a process of growth, a continuous growth and no finality can be achieved as far as education is concerned.

The difficulty is that the results that we achieve sometimes are not perceptible. When we construct a bridge, or build a road, we see something concrete; when we put up a dam, it looks magnificent. Unfortunately, as regards the education of human personality is concerned it is a long drawn out process and the results are not either quick, or tangible.

Sir, the most important factor in the education of the child is the teacher. The House has rightly stressed that unless we improve the quality of our teachers, we shall not be able to improve our educational system. Education is an impact of the personality of the teacher on the child and unless we have men of character and ability and vision to make that impact, certainly we cannot have citizens of great vision and noble character.

The Ministry is fully aware of this weakness in our educational system and therefore in all its plans and programmes it has given the highest priority to the improving of the quality of the teachers. Even in a society like ours economic motive is a primary consideration, it is necessary that we should improve the salaries and emoluments of teachers and the Ministry has made a beginning,—it is a very small step, but a step in the right direction—by asking the State Governments to increase the salaries of teachers. We are giving assistance to State Governments, to increase the salaries of teachers at all levels, primary, secondary and university. At the primary and secondary stage we are giving assistance upto the extent of 15 per cent. of the increased expenditure. One hon. Member in the House pointed out that none of the States have taken advantage of this offer. This is not a correct statement. In 1956-57 we sanctioned Rs. 77,01,500. Four States could not take advantage of this offer, but most of them did.

Shri Harish Chandra Mathur: Which are the States which have not taken advantage?

Dr. K. L. Shrivastava: The States which have not taken advantage are Andhra Pradesh, Mysore, Punjab and Jammu and Kashmir.

At the university level also we are giving assistance for raising the salaries of teachers. The Ministry, in addition to improving the quality of teachers, has taken various steps to reconstruct our educational system. We have arranged seminars for teachers, have made attempts to revise the curricula and text books, provided better educational facilities and have attempted to improve libraries and laboratories. Now it will take some time before all these steps that the Ministry has taken can make an impact on the educational system.

Education does not give results in one generation; it takes several years before tangible results can be shown. I can fully understand the feelings of hon. Members and the impatience which they have with regard to this question. But we have also to see that there are various influences which make an impact on the child. Home, surroundings, social institutions, the whole society in which the child moves and has his being influence the child and the school alone cannot change the personality of the child.

Sir, the second criterion that I would like to place before the House, the yardstick with which they should measure the educational system of the country is whether our educational system is geared to the changing needs of our society. We are living in a period of transition. Our society is undergoing transformation; the whole economy is changing. Now, have we been able to gear the whole educational system to meet the needs and requirements of the present society? If we have been able to do something in this direction we should be satisfied with what little we have done.

I would like to enumerate some of the steps which the Ministry has

taken to gear the whole educational system to meet the requirements of our present society. It was said that in the field of technical education, there is a lag between the requirements of the society and the provisions in the country. If we look at the development which has taken place during the last few years after independence in the field of technical education, I think we can look back with a feeling of satisfaction and also, if I may say so, with a feeling of pride. The policy of the Government was that there should be no State without its own facilities for the first degree and diploma courses in the basic branches of Engineering. I think all the States except Jammu and Kashmir have now provision for degree and diploma courses.

16 hrs.

An Hon. Member: Why not Jammu and Kashmir?

Dr. K. L. Shrivastava: That would come in course of time. That is the one State which has been left out so far.

In 1947 there was an annual admission of 2,900 students for the first degree course and 3,700 students for the diploma courses. Admissions have more than doubled in 10 years. We had 6,300 for the degree course and 8,800 for the diploma courses in 1956. The output of graduates increased from 1,300 in 1947 to over 4,000 in 1956 and diploma-holders from 1,450 to 4,200 during the same period which represents a three-fold increase. When all our schemes develop and reach maturity, the technical institutions in the whole country will be able to admit every year about 10,000 students for the degree course and 21,000 for the diploma courses by 1960-61.

We are not merely aiming at quantitative expansion. We are also trying to improve the quality of the training which is imparted at these institutions. We have made a comprehensive study of each State and we are now trying to improve the staff, personnel and other educational facilities inside these

institutions. We have recently accepted a scheme for the expansion of the training capacity of some of the existing Engineering colleges and Polytechnics. The entire cost of the scheme is going to be Rs. 8.5 crores on the non-recurring side and Rs. 82 lakhs on the recurring side. Most of the expenditure is going to be met by the Central Government. In addition to these, we are giving loans for the construction of hostels, and improving the residential facilities in the institutions.

The House is aware that the Government was contemplating the setting up of four higher technological institutions in the country. We had already set up the Kharagpur Institute. We are setting up another in Bombay. In course of time, other institutions were to come. But, considering the urgency of the problem and the great need for supply of man power for the industrial development that is going to take place in our country, it has been decided to set up all these institutions simultaneously.

Various other steps have been taken. The Institute of Science at Bangalore is being developed and it is now providing technological training in various subjects. Four Regional Schools of Printing are being set up in the four regions in addition to the one in Delhi. A School of Town and Country Planning has been established in Delhi.

Shri Banga: Why concentrate in Delhi and a few cities only?

Dr. K. L. Shrimani: They are not concentrated.

Mr. Deputy-Speaker: The hon. Minister should read those that are outside.

An Hon. Member: First.

Dr. K. L. Shrimani: We have also decided to set up an Administrative Staff College for training new executives in business.

Shri Banga: Also in Delhi?

Dr. K. L. Shrimani: That is in Hyderabad.

Shri Banga: Again, one of the few cities.

Dr. K. L. Shrimani: That is the position with regard to technical education. Our young engineers who go out of these institutions and who are working in the factories in the various centres are enough proof that the technical institutions have been able to supply the man power that is required for the development of our country.

I have had occasion to tell this House from time to time that steps have also been taken to re-organise our secondary education. Recently, we have set up the All India Council of Secondary Education which is trying to give technical assistance and guidance to the State Governments for the reorganisation of education. Secondary Education is important. It is not only a preparation for the University, but it also aims at making education complete in itself and giving training to young people so that they might develop a sense of social responsibility and attain economic efficiency. The courses that are being provided in the multilateral schools will give various openings to the students. They need not follow the same beaten track, the academic course. They can choose courses according to their aptitudes and abilities. They may go to academic courses; or technical or vocational courses. In this way, we hope that the great rush to the Universities will be prevented. We expect that most of the students who go out of our Secondary schools will enter life with adequate preparation and with a full sense of social responsibility.

The most depressing feature of our educational system is elementary education. I am distressed as many other Members are distressed that we are far from reaching the targets that we had laid down in the Constitution. The Report of the Planning Commission which this House has already accepted had said that by the end of the Second Five Year Plan, educational facilities will be provided for only 63 per cent. of the age group 6-11 and 23 per cent. of the age group

[Dr. K. L. Shrimali]

11—14. There is no possibility now of achieving the target laid in the Constitution by the end of Second Plan. Here, again, we have to take into account the economic situation in the country. Education is dependent to a large extent on economic factors. It also helps in promoting economic development. But, unless we have adequate resources, we will have to remain satisfied with the progress that we have made.

Various suggestions have been made. Some have been made in a great spirit of enthusiasm, with all sincerity. But education costs money. We cannot have a system of free compulsory education for nothing. The country must find resources for us to provide a free system of education.

Shri B. Dasappa: May I know whether it is on the basis of the shift system recommended by the Planning Commission that these targets were mentioned or without the shift system?

Dr. K. L. Shrimali: As far as I remember, the report of the discussions which the Planning Commission had at Poona has not reached us. I expect they have taken into account the shift system also.

I think it was Dr. Sushila Nayar who said that we should scrap university education in order to provide for elementary and secondary education.

Dr. Sushila Nayar: I said further spending of money on the arts colleges should be stopped and it should be spent on technical and elementary education. I did not say all college education should be stopped.

Dr. K. L. Shrimali: I am afraid I do not agree with the view which my hon. friend holds. University education and secondary education are as important as elementary education. If we stop university education, I do not know from where we are going to get our teachers

Shri Ranga: From where are we going to get our know-how?

Dr. K. L. Shrimali: From where are we going to get leaders in the community? If a country cannot spend anything on university education....

Dr. Sushila Nayar: I had said: leave it to the private sector. I did not say there was no need in the country. I said the Government should concentrate on elementary education.

Dr. K. L. Shrimali: I quite agree that elementary education is the foundation of our democracy. We cannot call ourselves democratic and at the same time keep our children outside the educational institutions. We must move towards that direction, but it will be a wrong step to stop university education altogether.

It was pointed out by an hon. Member that there is a great disparity in the percentage of boys and girls attending elementary schools. The Ministry is taking special steps in this new plan to promote the education of girls. We are making special efforts and making certain recommendations to the State Governments which, if and when accepted, will go a long way in removing this disparity.

We are proposing to provide free accommodation for women teachers in rural areas and have also proposed that school mothers must be appointed in rural areas.

Shri Ranga: What do you mean by "school mothers"?

Dr. K. L. Shrimali: A person who would not only look after the children, but would also educate.

Shri D. C. Sharma (Gurdaspur): That means a school teacher should be called school father.

Dr. K. L. Shrimali: Then we propose to organise condensed and special courses of general education and teacher training for adult women. We also propose to award stipends to women teachers for teacher's training courses at under-graduate level, organise refresher courses for trained women teachers who need employment

or who are already in employment. We also propose to award stipends for classes 8 to 11 provided the recipients undertake to take up teaching for a period of five years at least.

Then there are schemes for elementary school pupils—all for girls. We propose to award attendance scholarship to girls in elementary schools, and also exempt girls from tuition fees in all elementary schools.

Shri Ranga: Are there tuition fees in elementary schools now?

Dr. K. L. Shrimali: Wherever there are fees.

Shri Ranga: Where are they?

Dr. K. L. Shrimali: There are some States which are charging.

Shri Ranga: I thought it was free. It is free, is it not?

Dr. K. L. Shrimali: Not everywhere.

Mr. Deputy-Speaker: Not everywhere.

Dr. K. L. Shrimali: These are some of the schemes, which we propose to take up to expand our elementary education for girls.

With regard to the propagation of Hindi, there have been arguments from both sides. As time passes, I feel that people will realise that the steps and the constructive approach that the Ministry has adopted with regard to the propagation of Hindi are the correct ones.

An Hon. Member: Very slow.

Dr. K. L. Shrimali: It is slow, but some work by its very nature has to be slow.

The work that has been done with regard to technological terms, about which Hon'ble Seth Govind Dasji said that the Ministry was not making satisfactory progress, is not a very easy work. It is not easy to construct a language. You have to give some thought and devote a lot of time before a word can be coined.

In the year 1952 we evolved nearly 2,000 words. Since then we have been making continuous progress. In 1953 we coined 2,923 words, in 1954, 15,892 words, in 1955, 23,145 words and in 1956, 30,354 words.

Shri Goray (Poona): But who is using those words?

Dr. K. L. Shrimali: The country will use them when they are ready.

Seth Govind Das: Are they all finalised?

Dr. K. L. Shrimali: Till 1956-57, 90,000 words were coined and 10,000 of them have been finalised.

Seth Govind Das: Only 10,000 out of 90,000 have been finalised in seven years or six years?

Dr. K. L. Shrimali: As I said, this is a work which cannot be done in haste, and we have to be very careful when we are constructing terminology. We are hoping to have 50,000 terms every year from now onwards, and we hope that by the time the administration takes to Hindi we will be ready as far as the terminology is concerned.

In addition to this, the Ministry has taken various steps and proposes to take various steps to propagate Hindi.

Shri Ranga: How?

Dr. K. L. Shrimali: We are preparing encyclopaedias and dictionaries, preparing manuals for using these technological terms. We propose to organise debates in the non-Hindi-speaking areas. We propose to organise lecture tours both in the Hindi-speaking and non-Hindi speaking areas. And in this way the various steps that we are taking will help in promoting the official language.

Shri Ranga: How far are you encouraging the Hindi-knowing pandits hailing from non-Hindi-speaking areas in Central Government employment?

Dr. K. L. Shrimali: This is a different question that my hon. friend has raised.

Shri Ranga: Then, what is the encouragement that you are giving?

Dr. K. L. Shrimall: Shri Awasthi had suggested that there was no need for a Central Board of Terminology. It was after very great thought that the Central Board was appointed and if you only look at the different kinds of words that are being used, you will be convinced that this is the right step which the Government has taken.

For example, for the word "accredited" the following terms are used in different States:

Madhya Pradesh	अभिस्वीकृत
Bihar	अभिहित प्राप्त
West Bengal	निर्णय
Lok Sabha Secretariat	अभिप्रवित
Hindi Sahitya Sammelan	निर्द्धारित

For the word "balance sheet", similarly, the following terms are used in different places:

Uttar Pradesh	संश्लेष
Madhya Pradesh	संतुलनपत्र
Bihar	रोकड़ पत्र
West Bengal	स्वतः पत्र
Lok Sabha Secretariat	स्वतः
	ववरण
Nagari Pracharini Sabha	तुल्यपत्र

All this will indicate that there was a need to set up a Central Board of Terminology and to standardise the terms which we are going to use in official language.

Shri Jhulan Sinha: It is already 4.20 p.m. We were told that non-official business would start at 4.15 p.m. May I know when it will be taken up?

Mr. Deputy-Speaker: We shall devote as much time as has been allotted to non-official business. We can push it ahead by another ten minutes. That does not matter.

Dr. Ram Subhag Singh (Sasaram): What are the terms that have been

accepted by Government? The Minister has not stated them.

The Minister of Health (Shri Kar-mar): That will be decided.

Mr. Deputy-Speaker: Is there much more to be said by the Minister?

Dr. K. L. Shrimall: Yes, I shall take a few more minutes.

Dr. Ram Subhag Singh: They are not having any terminology now.

Dr. K. L. Shrimall: Then, I have got something to say about scientific research.

An Hon. Member: What was the word finally accepted by the Board?

Dr. Ram Subhag Singh: When the Minister has pointed out the different translations, he ought to give his substitute.

Mr. Deputy-Speaker: Government have not taken any decision yet.

Dr. K. L. Shrimall: Government have not finalised the whole terminology so far.

Dr. Ram Subhag Singh: They are not proceeding themselves; nor do they want that anybody else should proceed.

Dr. K. L. Shrimall: This is not fair. So far, nobody has raised any objection to the terminology which Government have prepared.

Dr. Ram Subhag Singh: What is that terminology? The Minister should explain it.

Dr. K. L. Shrimall: I cannot say what word they are using for "accredited", because Government have not finalised all the terms.

Dr. Ram Subhag Singh: The Minister has given words from Calcutta, Patna and Bhopal, but it is very difficult for him to give the word which has been coined by the Delhi Secretariat which is so near. I cannot understand what the Minister is saying.

Mr. Deputy-Speaker: What the Minister wanted to explain was that because there was difference of opinion and there was need to have

standard words, and different words were being used, there was the necessity of appointing a Central Board. But he has not seen whether any finality has been reached with regard to any of these words which, he has stated, are being used by the different State Governments.

Dr. Ram Subbag Singh: My point is very simple, namely that that body should not remain idle, but it should act.

Shri Somavane (Sholapur—Reservad—Sch. Castes): Let the hon. Minister give us some examples of the different words which are used by the different States, and the words accepted by the Board as final or the words of their choice.

Mr. Deputy-Speaker: We shall have them on a different occasion, not today.

Dr. K. L. Shrinani: I would like to add a word with regard to the great work that is being done in our national laboratories. We have now 18 laboratories, and the research work that is being done there should find a place of pride in any country. We have passed through the formative period, and we are now making an attempt to gear up the whole research work to the programme of national development.

There are various practical problems that these laboratories are tackling, with regard to fuel, food, building construction, leather, drugs, mining, metallurgy, roads, glass and ceramics, electro-chemicals, electronics and salt industries. I have no doubt that the House would agree that we have laid solid foundations for the future scientific research in our country.

Shri Ranga: We do not know.

Pandit Thakur Das Bhargava (Hisar): Give us some specimens of the results.

Dr. Ram Subbag Singh: No results.

Shri Ranga: May we know whether any effort is being made by Government to have a committee of evaluation or something like that in order to see whether the reports that these various research institutes send to Government approximate to their actual achievement?

Dr. K. L. Shrinani: The Council of Scientific and Industrial Research, under which all these laboratories function, evaluate the programme. The Prime Minister himself is the chairman of this Council, and the Council evaluate the programme from time to time.

Shri Ranga: Do they do it themselves, or does somebody else do it?

Dr. K. L. Shrinani: If you only look at the patents which have been leased out to industry for the last few years, you will understand that the laboratories have done useful work.

Shri Ranga: I am talking of the research institutes and laboratories and the evaluation of their programmes and achievements. Patents have nothing to do with them. (Interruptions).

Mr. Deputy-Speaker: Already, we have drawn very heavily on the non-official business. So, perhaps, we might proceed with this.

Pandit Thakur Das Bhargava: We do not know what those patents are.

Dr. K. L. Shrinani: There are various patents. Out of 430 patents prepared, 166 have been leased out to industry for commercial exploitation.

Shri Goray: What has happened to the solar cooker? What has happened to that great discovery?

Dr. K. L. Shrinani: I understand it is already in the market.

Shri M. K. Ghosh: It is out of market.

Dr. K. L. Shrinani: This is a brief review of the work that has been done by the Ministry. As I said in the beginning, we do not by any means

[Dr. K. L. Shrimali]

think that we have reached perfection. We shall continue our endeavour to reconstruct our educational system, so that it may suit the genius and culture of our people.

Finally, I would like to say a word of appreciation of the thousands of teachers who are working in the field of education. Many of them are unknown, but still.....

Shri D. C. Sharma: They want salary scales, not words of appreciation.

Dr. K. L. Shrimali: Along with salary scales, if there is a word of appreciation, it gives them encouragement. I wish to mention this on the floor of the House because they are doing national service. The country should recognise that our teachers are doing national work.

Shri Hem Barua: At starvation levels.

Dr. K. L. Shrimali: If I had more time, I would have liked to deal with the various activities of the Ministry and the work that has been done by the Ministry.

Pandit Thakur Das Bhargava: That may be circulated now.

Dr. K. L. Shrimali: The report has already been circulated . . .

Shri M. L. Dwivedi: He may circulate a detailed note.

Mr. Deputy-Speaker: Hon. Members may accept this much now.

Shri M. L. Dwivedi (Hamirpur). This is a brief one. So, he may circulate a detailed note.

Dr. K. L. Shrimali: I should also like to say a word of appreciation of the officers of the Ministry, whose photographs and names do not appear in the press.

Shri Banga: Quite a lot are there.

Shri D. C. Sharma: No. They do appear.

Dr. K. L. Shrimali: They are a band of devoted workers.

Dr. Ram Subhag Singh: This is bad practice, that a Minister should come here and start praising his secretariat.

Shri Barrow (Nominated—Anglo-Indians): Lots of lip-service.

Mr. Deputy-Speaker: There is no harm in saying a few words in general.

Dr. Ram Subhag Singh: No Minister has done like that so far. But this practice is being newly introduced.

Mr. Deputy-Speaker: If appreciation of a particular person is made, that would be objectionable. But, so far as general remarks about the general body are concerned, I suppose there is no harm.

Have I the permission of the House to put all the cut motions to the vote of the House?

Shri Sadhan Gupta rose—

Mr. Deputy-Speaker: We have got the address by the Prime Minister also. So, perhaps, I might be allowed to proceed.

I shall now put all the cut motions to vote.

All the cut motions were put and negatived

Mr. Deputy-Speaker: I shall now put the Demands for Grants to vote. They have to be put in two groups.

The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the Order Paper including the sums already voted on account for the relevant services be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of Demands Nos. 13, 22 and 107."

The motion was adopted.

Mr. Deputy-Speaker: The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the Order Paper, be granted to the President, to complete the sums necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of the following heads of Demands entered in the second column thereof;

Demands Nos. 14, 15, 16, 17, 18, 19, 20 and 21."

The motion was adopted

[The motions for Demands for Grants which were adopted by the Lok Sabha are reproduced below—Ed.]

DEMAND No 13—MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

"That a sum not exceeding Rs. 65,24,000 including the sums already voted on account for the relevant services be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Ministry of Education and Scientific Research' "

DEMAND No. 14—ARCHAEOLOGY

"That a sum not exceeding Rs 56,54,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Archaeology' "

DEMAND No. 15—SURVEY OF INDIA

"That a sum not exceeding Rs. 24,16,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Survey of India' "

DEMAND No. 16—BOTANICAL SURVEY

"That a sum not exceeding Rs 6,22,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Botanical Survey' "

DEMAND No 17—ZOOLOGICAL SURVEY

"That a sum not exceeding Rs 5,97,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Zoological Survey' "

DEMAND No 18—GEOLOGICAL SURVEY

"That a sum not exceeding Rs 55,62,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Geological Survey' "

DEMAND No 19—SCIENTIFIC RESEARCH

"That a sum not exceeding Rs 2,07,78,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Scientific Research' "

DEMAND No 20—OTHER SCIENTIFIC DEPARTMENTS

"That a sum not exceeding Rs 1,61,14,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1958, in respect of 'Other Scientific Departments' "

DEMAND No. 21—EDUCATION

"That a sum not exceeding Rs. 15,08,86,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of

[Mr. Deputy-Speaker]
payment during the year ending
the 31st day of March, 1958, in
respect of 'Education'".

**DEMAND No. 22—MISCELLANEOUS DE-
PARTMENTS AND EXPENDITURE UNDER
THE MINISTRY OF EDUCATION AND
SCIENTIFIC RESEARCH**

"That a sum not exceeding
Rs. 1,95,54,000 including the sums
already voted on account for the
relevant services be granted to
the President to defray the
charges which will come in course
of payment during the year
ending the 31st day of March,
1958, in respect of 'Miscellaneous
Departments and Expenditure
under the Ministry of Education
and Scientific Research'".

**DEMAND No. 107—CAPITAL OUTLAY OF
THE MINISTRY OF EDUCATION AND
SCIENTIFIC RESEARCH**

"That a sum not exceeding
Rs. 1,83,17,000 including the sums
already voted on account for the
relevant services be granted to
the President to defray the
charges which will come in course
of payment during the year
ending the 31st day of March,
1958, in respect of 'Capital Out-
lay of the Ministry of Education
and Scientific Research'".

**COMMITTEE ON PRIVATE MEM-
BERS' BILLS AND RESOLUTIONS
SECOND REPORT**

Sardar A S. Saigal (Janjgir): I beg
to move:

"That this House agrees with the
Second Report of the Committee
on Private Members' Bills and
Resolutions presented to the
House on the 24th July 1957"

Mr. Deputy-Speaker: The question
is:

"That this House agrees with the
Second Report of the Committee
on Private Members' Bills and
Resolutions presented to the
House on the 24th July, 1957."

The motion was adopted.

**SADHUS AND SANYASIS (REGIS-
TRATION) BILL***

Shri Radha Raman (Chandni
Chowk): I beg to move for leave to
introduce a Bill to provide for the
registration of Sadhus and Sanyasis
in India.

Mr. Deputy-Speaker: The question
is:

"That leave be granted to
introduce a Bill to provide for
the registration of Sadhus and
Sanyasis in India."

The motion was adopted.

Shri Radha Raman: I introduce the
Bill.

Shri V. P. Nayar (Quilon): The hon.
Member is also a Sanyasi.

**PUNISHMENT FOR MOLESTATION
OF WOMEN BILL***

Shri Radha Raman (Chandni
Chowk): I beg to move for leave to
introduce a Bill to provide for punish-
ment of persons guilty of molesting
women.

Mr. Deputy-Speaker: The question
is:

"That leave be granted to
introduce a Bill to provide for
punishment of persons guilty of
molesting women."

The motion was adopted.

Shri Radha Raman: I introduce the
Bill

FACTORIES (AMENDMENT) BILL*

Shri V. P. Nayar (Quilon): I beg
to move for leave to introduce a Bill
further to amend the Factories Act,
1948.

Mr. Deputy-Speaker: The question
is:

"That leave be granted to
introduce a Bill further to amend
the Factories Act, 1948."

The motion was adopted.

Shri V. P. Nayar: I introduce the
Bill.

**NATIONAL AND FESTIVAL PAID
HOLIDAYS BILL***

Shri Kadiyan (Quilon—Reserved—Sch. Castes): I beg to move for leave to introduce a Bill to introduce a uniform system of national and festival paid holidays for all industrial workers.

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill to introduce a uniform system of national and festival paid holidays for all industrial workers."

The motion was adopted.

Shri Kadiyan: I introduce the Bill.

**CODE OF CIVIL PROCEDURE
(AMENDMENT) BILL***

Shri P. R. Patel (Mehsana): I beg to move for leave to introduce a Bill further to amend the Code of Civil Procedure, 1908.

Mr. Deputy Speaker: The question is:

"That leave be granted to introduce a Bill further to amend the Code of Civil Procedure, 1908."

The motion was adopted.

Shri P. R. Patel: I introduce the Bill.

**INDIAN ARMS (AMENDMENT)
BILL***

Shri P. R. Patel (Mehsana): I beg to move for leave to introduce a Bill further to amend the Indian Arms Act, 1878.

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill further to amend the Indian Arms Act, 1878."

The motion was adopted.

Shri P. R. Patel: I introduce the Bill.

**CODE OF CIVIL PROCEDURE
(AMENDMENT) BILL***

श्री प० ला० द्विवेदी (हमीरपुर) :
उपाध्यक्ष महोदय, मैं सन् १९०८ के व्यवहार
प्रक्रिया संहिता (संशोधन) विधेयक को
प्रस्तुत करने के लिए सदन की आज्ञा के लिये
प्रस्ताव रखता हूँ ।

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill further to amend the Code of Civil procedure 1908."

The motion was adopted.

श्री प० ला० द्विवेदी : मैं विधेयक को
प्रस्तुत करता हूँ ।

PARLIAMENT LIBRARY BILL*

Shri D. C. Sharma (Gurdaspur): I beg to move for leave to introduce a Bill to provide for building up an up-to-date and comprehensive Library for Parliament.

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill to provide for building up an up-to-date and comprehensive Library for Parliament."

The motion was adopted.

Shri D. C. Sharma: I introduce the Bill.

**CHILD MARRIAGE RESTRAINT
(AMENDMENT) BILL***

Shri D. C. Sharma (Gurdaspur): I beg to move for leave to introduce a Bill further to amend the Child Marriage Restraint Act, 1929.

*Published in the Gazette of India Extraordinary Part II—Section 2, dated, 26-7-57, pp. 243-46, 347-48, 349-50, 351-52 353-57 and 368-59.

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill further to amend the Child Marriage Restraint Act, 1929."

The motion was adopted.

Shri D. C. Sharma: I introduce the Bill.

PREVENTION OF CORRUPTION (AMENDMENT) BILL*

Shri Jhulan Sinha (Siwan): I beg to move for leave to introduce a Bill further to amend the Prevention of Corruption Act, 1947.

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill further to amend the Prevention of Corruption Act, 1947"

The motion was adopted.

Shri Jhulan Sinha: I introduce the Bill.

CENTRAL GOVERNMENT SER- VANTS (OPTION FOR JOINING CONTRIBUTORY HEALTH SER- VICE SCHEME) BILL

Shri Jhulan Sinha (Siwan) I beg to move:

"That the Bill to provide option for the Central Government Servants joining the Contributory Health Service Scheme of the Government of India, be taken into consideration"

From the Statement of Objects and Reasons, it will appear on the face of it that the Bill is a simple one as this Bill deals with an apparently simple question. But really this Bill deals with a question which is not so very mischievous at present, but has a mischievous potentiality of engulfing the whole nation.

At present, the Contributory Health Service Scheme is merely a pilot scheme. Under this scheme, government servants stationed in Delhi and New Delhi have compulsorily to contribute a part of their salary in order to be entitled to certain medical facilities under the scheme.

As you are aware, Central Government servants had been entitled to certain medical facilities free of charge. There was absolutely no compulsion on them to join a particular scheme and to make contributions to have compulsory treatment under a particular system of medicine.

This scheme as it has been enforced since the 1st July 1954, makes it compulsory for all government servants in Delhi and New Delhi to have deductions made from their salary according to a graded scale, and then be entitled to certain medical facilities and other things. Had it been limited to this much, I would not have very much cared to take the precious time of the House. But the scheme, as it was adumbrated, has these words which have moved me to come up to the House. This is from Section VII of the Annual Report on the Contributory Health Service Scheme for Central Government Servants in Delhi and New Delhi:

Mr. Deputy-Speaker: The hon. Member has also to look at this aspect, as to whether this scheme was introduced as a result of some legislation or only by a regulation of Government.

Shri Jhulan Sinha: So far as I am aware, it is only a departmental circular.

Mr. Deputy-Speaker: The hon. Member wants some modification and only option for the employees. Is legislation required for that or can it be carried out by an amendment of the rules?

Shri Jhulan Sinha: But the main thing is this—I am just reading from the report on the scheme

“That working of the Scheme shall be reviewed after a period of two years from the date of implementation. The Scheme is in the nature of a pilot Scheme and on its success will depend the inauguration of a National Health Insurance Scheme”

Because this scheme has the potentialities of maturing into a National Health Service Scheme, which the Government has, probably under its contemplation, I am taking the precious time of this House, to consider the offensive aspects of the scheme and to nip the mischief in the bud so that and when the National Health Service Scheme matures these aspects may not be found there. That is what has moved me, so that the Government may be in a position to take these aspects into consideration when reviewing the scheme.

Mr Deputy-Speaker: Has the hon. Minister got the opinion of his advisers as to whether this legislation is necessary?

The Minister of Health (Shri Karmarkar): We have got it examined and they say that the Bill is not barred, unless it empowers the incurring of additional expenditure, which, in this case could not be determined.

Shri V. P. Nayar (Quilon): But, there is no Ayurvedic dispensary under the scheme.

Shri Karmarkar: He will come to this point later on.

Shri Jhulan Sinha: This Bill, as you will find, deals with two things. Firstly, it provides for the application of the scheme only to those persons who opt for it. Besides that, it also makes provision that nobody who opts for it should be made compulsorily to undergo a particular system of treatment that is envisaged in the scheme. The two aspects when analysed will come to this.

One thing is that this scheme, because it involves an element of compulsion

on any government servant, if I may say so, is not only opposed to the fundamental principles of our Constitution but is also offensive to the sense of development of our country from the view we want it to develop.

You know that there was a time when this country was under foreign rule and the foreign rulers took the advantage of their position for imposing a certain system of medicine. And, according to that imposition, only the allopathic system of medicine was recognised to be the scientific system and the other systems were dubbed as unscientific and something in the nature of quackery.

So far as we know this House and this country does not believe in that theory any longer. Of course, by bringing this Bill before the House, I do not intend to revive the Ayurvedic, the Unani or any other system of medicine but I only want it to be left to the free will and discretion of the people concerned. I do not mean to say that this system should be encouraged or that system should be discouraged or that this thing should be done or that thing should be done, although I hold very strong views about Ayurveda, Allopathy and Tibb systems of medicines. That is a different matter altogether. When a person becomes a government servant, we cannot contemplate that he surrenders his right to choose the treatment for his own self and for the sake of his family.

Mr. Deputy-Speaker: There is no compulsion. The compulsion is for payment and not for treatment. He has to pay but he need not necessarily go to get the treatment.

Shri Jhulan Sinha: It is not to be expected that a person should pay for a system and undergo another system of treatment. Nobody can expect that from any ordinary prudent person. When one makes a contribution from his salary, naturally he chooses to go in for that treatment. He cannot pay for it and then undergo another treatment and incur further expenditure. That is not very prudent. Therefore,

[Shri Jhulan Sinha]

compulsory deduction leads, naturally, to compulsory treatment.

I have had representations from all sections of government servants. I am not going to disclose their names or whereabouts. This scheme claims to have an additional advantage that it is applicable to class IV officers. I had occasion to meet all grades of officers in connection with this Bill and I have not found any one quite satisfied with it. Officers of the first three grades used to get all sorts of treatment free, and therefore, they cannot be expected to be satisfied with the contributions that they have compulsorily to make for the treatment under the scheme. So far as class IV government servants are concerned, their grievance is that they have to make compulsory contributions from their pay and when they go to the dispensaries, they find them so overcrowded that the doctors have no time to attend to them. If I get time, I will read the report. Nobody pays attention to the class IV officers with the result that they have to make the contribution, go to the dispensary and come back disappointed and take to some other treatment and make further payment therefor.

I have seen the Government report on this matter and it claims satisfactory success. I will show that the success is mainly due to the compulsory application of the scheme to all government servants. I am not going to controvert the figures they have supplied. I can cite only one instance. This scheme was sought to be made applicable to the Members of Parliament. On the first of April last year we received circulars from the Department and from the Parliament Secretariat asking us to submit our option for this scheme. So far as I have got the report here, the response from Members of Parliament was almost nil, because it was not compulsory for them. That shows that there is something inherently wrong in the scheme. The inherently wrong thing is the element of compulsion

which makes the contribution compulsory to have the allopathic treatment.

Therefore, the first thing under the Bill is to make it not compulsory. The other thing is, if at all that scheme is allowed to go on, that those people who opt for it or who make payment for it, should have their option at least for having a treatment of their own choice under the scheme. If the deduction is to be made compulsorily and if there is no escape from it, let them at least have the freedom of choosing the system of treatment they like. These are the main provisions embodied in the Bill.

It makes two things. It makes the scheme applicable only to those who opt for it and, thereafter, those who opt for it should be allowed to have the system of treatment they choose under the scheme. I have had occasions in this House to make an estimate of the Government position in finding how this scheme has captured their imagination. They have given figures about the success of the scheme. There is an Advisory Committee also. I do not know who these people are who advise Government in this respect. But it seems they are giving wrong advice to the Government. I am reading from the report.

"Overcrowding in the Contributory Health Service Scheme dispensaries and a certain amount of delay in supplying medicines still exist and every effort is being made to remove these defects as early as possible. Reasons for these defects are that the number of dispensaries and doctors is not adequate to cope with the increased demands."

Then, they say that the progress made is satisfactory and the scheme is successful. As I said earlier, I do not bother very much for government servants who are getting much stronger and may deal with their grievances themselves. This scheme, as I have suggested, holds unfortunately the potentiality of becoming a

national insurance scheme asking the people to make compulsory contributions to undergo a particular system of treatment envisaged in the scheme. The position in the country now is that though about eighty per cent of the population gets its only source of treatment from ayurved and other indigenous systems of medicine and only about twenty per cent gets its treatment from other systems. If this scheme is extended to the whole of India consisting of 36 crores of people, I do not know whether the Government has resources or capacity to deal with the problem. I have, therefore, chosen to draw the attention of the House to the mischief that lies ahead. The Advisory Committee seems to have come to the conclusion that it is succeeding and so the scheme which was originally for two years is likely to be extended and it is likely to be extended further in the country. Therefore, I wanted to draw the attention of the Government to this offensive aspect of the scheme. Even if the Government decides to make it applicable to the Government servants alone, provision has got to be made for more doctors for the treatment of those people who are getting under this scheme. There is hardly a centre where anybody can go and get attended to without waiting there for hours and hours and even then they have to go disappointed because they have something else to attend to. I myself had occasion to meet an officer of the Secretariat in the Willingdon Hospital and he had been waiting there for an hour or so. When I asked him about it, he said: 'I do not know how long I will have to wait here. I shall be here till my office requires me there'. One has either to sacrifice the work in the office or sacrifice one's health by getting away from the hospital without getting proper treatment.

Therefore, the scheme deserves to be reviewed in the light of the objectionable features that I have pointed out. If at all my suggestions

are not accepted, then the scheme should be allowed to continue only in a way which helps the people and not hinders them. I very rarely talk and take the time of the House; I do not do so unless I feel compelled to do that in the discharge of my duty. I believed that speech is only silvery but silence is golden but I also believe in this:

नपुणं वस्तु चिद्व्यक्तं न वक्तव्येन पृच्छतः,
अव्यक्तं हि तन्मनो नाप, न रोमन्नति क्लिप्तम् ।

When the time demands and one does not speak he becomes a sinner. I have taken this opportunity to point out the objectionable features of the scheme and to improve, if not scrap, the scheme in due course. I shall take some time for reply if necessary and I commend my motion to the House.

Mr. Deputy-Speaker: The Motion is now before the House for discussion.

Shri V. P. Nayar: Sir, I also welcome the Bill. The object of the Mover, as we find from the Statement of Objects and Reasons, seems to be that he desires to remove defect which is now existing in the working of the Contributory Health Service Scheme. At this stage when the scheme has been working for about three years and we are thinking of removing the defects, we have also to find out how this scheme has been working.

The contention of the hon. Mover is that there should be option for anybody who becomes a contributor to the scheme to resort to systems of medicine other than allopathic system for which alone provisions seem to have been made under the present scheme.

About three lakhs of Government servants and also employees of quasi Government organisations are now beneficiaries of this scheme and we find it quite natural that the hon. Member asks for an option being given to the employees who have thus become contributors to resort to other systems of medicine because under

[Shri V. P. Nayar]

the existing arrangements, it is almost impossible to get medical relief from the scheme.

From the 1956-57 report of the Health Ministry's several activities, we find that the monthly attendance is about 239 thousands. There are 113 full-time medical officers. This would put the figure at about 250 patients for a single doctor a day. It includes the time taken for diagnosis, for treatment and for everything. Having known, from the experience of many friends working in the Government, about the difficulties of getting treatment through this scheme, I think it is very right to give this option to the employees.

It is very interesting to note that, under this scheme Government have at least been able to collect some information which could be used with advantage by the Ministry. I never had an idea that among our Government servants in Delhi, about 76 out of every thousand had TB; it was surprising. Calculated at that rate,—the scheme covers about three lakhs of people now—I think that from among the contributors and their families, we should be having about 25,000 TB patients in Delhi. What is the treatment afforded? Here again from the annual report of the Scheme which we had the good fortune to receive on the 15th of January 1957—the report is for 1954-55!—we find that 174 cases had been hospitalised out of the 25,000 TB patients from among the Government servants and their families. These figures are given on page 30 of the Annual Report of the CHS Scheme for the period 1954-55. If the poor employees have to contribute and then become contributors to a scheme which is called Contributory Health Service Scheme and even then there is no hospitalisation in such cases—most TB cases do require hospitalisation—what is the fun of running such a scheme.

It is not merely a question of TB alone. I would not have been sur-

prised if TB alone could not get ample hospital facilities. We find that the incidence of disease among the Government servants, who have to be considered a slightly better class, is high and that is a very disturbing factor given in the same report.

17 hrs.

I find from page 6 of the same report that respiratory diseases are responsible for the highest morbidity and very rightly they say:

"The epidemiology of this group of disease is a matter for speculation".

So, you find that the largest number of Government servants and their dependants are suffering from afflictions in the respiratory tract. While Government is unable to say what it is due to, it is a very serious matter. If the contributory health scheme cannot find out why it is so, the Government must set up a machinery to find out why the Government servants have such a morbidity for diseases of the respiratory tract.

Then, there is another interesting point relating to the incidence of disease. The report says:

"The incidence of dysentery seems to be responsible for the next highest morbidity, and indicates the necessity for the improvement of Public Health in the city. Delhi has a protected water supply and a water-borne sanitation system. One has, therefore, to look elsewhere for the epidemiological factors causing the high incidence of dysentery;"

where is this elsewhere? Does any one know? These are people who are in a slightly better condition. Even among them you find that, diseases of the respiratory tract have the highest morbidity. Even in a protected area like Delhi where water-supply is supposed to be protected you have dysentery of such very high incidence. Even then the Government is saying that all is well

with this contributory health scheme, and that is something which it is impossible for some of us to digest.

Talking about tuberculosis, I want the hon. Minister to consider whether it would be possible to increase the bed strength so far as our Government servants are concerned, because affliction of tuberculosis does not harm the patient alone, it becomes a distributing centre for a dreadful disease and, working as they do in congested offices, the chance of spreading the infection becomes more.

Therefore, Sir, one finds that this scheme is completely inadequate to meet the demand. The Government, also, has not been paying much attention to this scheme. I know that the Government is incurring some loss. If 3,00,000 people from among the Government servants come and take advantage of this scheme, please do not think for a moment that they do so because of their faith in the scheme; it is just because it is impossible for these poor Government servants to get treatment from elsewhere.

As we all know, in Delhi as in the whole of our country medicine is left largely to the private sector. Every doctor charges exorbitant fee. An ordinary medical practitioner has to be paid Rs. 8, a so-called specialist has to be paid Rs. 16, and if he is a specialist worth the name he has to be paid Rs. 32 for a visit, for once going to a patient. How can a class IV or a class III employee find the means, when his child gets ill to take him to a doctor and pay Rs. 8, when he does not have Rs. 8 for even feeding his child; for a month?

There is also another difficulty. Supposing there was no consultation fee for a private medical practitioner, where is the means for a poor paid employee to purchase the required medicine? Even now the Government of India is allowing medicines to be sold at whatever cost the dispensing chemists may be pleased to charge. There is no control at all.

We find that several drugs are several times more costly than what they ought to have been. We know—the hon. Minister may not have known—that drugs have been sold in India at fleecing prices. The pharmaceutical concerns have been looting us on important drugs. The anti-tuberculosis drugs for which they were taking Rs. 125 can now be had for Rs. 2 or Rs. 3. That means, when they were selling at Rs. 125 it was not certainly out of any charitable disposition towards us, but they wanted to take more and more money from us.

Thus, Sir, the poor Government servants have no other go but to take advantage of the scheme. They cannot get relief for their ailments from the private practitioners or from the other hospitals.

I had been to the Irwin Hospital, when my hon. friend over there was the Minister of Health for Delhi State. 17.07 hrs.

[PANDIT THAKUR DAS BHARGAVA in the Chair.]

There I found that families had to stay in the hospital premises making their own chappatties to enable them to stand in the queue during night in winter months. When I saw that I immediately reported the matter to the Central Health Ministry—I did not have the good fortune of knowing the Delhi State Health Minister then. A Government servant who has to work on all the week days and who hardly gets a Sunday was made to stand in the queue like that. During the week days he has to be in office from ten o'clock in the morning to seven, eight or even nine o'clock in the evening. How can he find time to go to a hospital and be in a queue. In every hospital in Delhi I find this queue, and I understand that the longest queues are now in the dispensaries run under the contributory health scheme.

Dr. Sushila Nayar (Jhansi): I am not able to understand what the hon.

[Dr. Sushila Nayar]

Member wants. Does he want the Government servants to be taken out of the queue and keep the rest of the public in the queue? When there was shortage of accommodation in the hospital everybody had to stand in a queue, whether Government servants or ordinary public; everybody had the same facility and the same difficulty

Shri V. P. Nayar: Most certainly not, perhaps my hon friend did not listen to me carefully. I never said that When she happened to be the Minister of Health in Delhi State, I had occasion to go to one of the Government run hospitals, and it being so overcrowded there was no chance for Government servants to stand in the queue and get relief. Therefore, I found families coming to the hospital premises with their hearths for preparing chappatties, so that they may be in the queue at three o'clock in the morning on a winter day. This is the condition in Delhi, under our very nose

Dr. Sushila Nayar: That is gross exaggeration, because a hospital is not open at three o'clock in the morning nobody can get in there before 6.00 in the morning, or at least earlier than 7.00.

Shri V. P. Nayar: My friend knows that there are no restrictions or regulations governing the queues outside the hospital That is not the point.

Therefore, it is imperative that the Government servants, in order to get some relief, must be members of a scheme through which they get some advantages

We have to consider whether by paying a portion of the expenses he is getting what he is expected to get, or what he is entitled to get. I submit that from the contributory health scheme all that he gets is little. It is a great inconvenience for a Government servant to go there, wait for long hours in the queue and then get a prescription from a doctor.

I heard from a very reliable source—and it is again open to my friend, who seems to have great experience in this, to contradict me—that in these dispensaries recruitments is made from doctors who are fresh from the medical college. There does not seem to be any system of recruitment by which those who have some experience in other hospitals are drafted for work in this scheme.

No matter whether they are experienced or not, they have studied medicine; well and good. It is not that they go for all complicated ailments But, how can a doctor who sits there—there is a very simple question—diagnose 250 patients a day It is impossible for a single doctor to do that. Therefore, the figures given by Government corroborate the version which was given to me, that a doctor who examines a patient asks only two or three questions He asks: "Do you have headache?" If the patient says "yes", then codopyrene is prescribed If the patient says that he has chest pain then something else is prescribed Like that in half a minute a patient is disposed of A doctor does not even get time to use his stethoscope, let alone other forms or methods of diagnosis. If that is the way in which a Government servant will get relief from a scheme for which he contributes, then I submit, if Government cannot improve this scheme it is better to tell them that it is not possible to run the scheme

Why is it so? It is because we do not have enough money. A Government servant who is in the last rung and gets Rs. 30 or Rs. 40 has to pay eight annas a month If the monthly emoluments of a Government servant are below Rs. 75 then he has to pay eight annas to be a member of the scheme. What do we find in respect of others? It is not like the income-tax. The higher you go the lower is the percentage. If a man gets Rs. 30 and he has to pay annas eight, that is one-sixtieth of his pay, an officer getting Rs. 4,000 need pay only Rs. 12.

Why did we not have a scheme by which the officers, the higher officers are made to pay more? An officer drawing Rs. 4,000 can certainly be made to pay Rs. 100 a month. Does he alone require costly treatment, or does he alone require medicines? It is certainly not so.

I understand there is discrimination even in the matter of collection. I have heard the mover repeating this question very often in this House, and I happen to know his genuine interest. If the hon. Member wants to give an option to these Government employees, it is only because from this scheme it is not possible to get the relief. I am suggesting to the hon. Minister that, when he contemplates to expand the scheme, instead of having one doctor at one clinic for diagnosis, why not have five or six doctors sitting together? Putting two heads together will certainly be better for diagnosis.

We know from the report that the types of diseases which strike down Government employees are a few. Some diseases are more prevalent among the Government servants. Why not have a team of specialists? I find from the report that not all diseases are listed, but the more important of them reveal telling figures. In Delhi in 1955 summer, the cases of tuberculosis reported were about 2,500 every month, typhoid 126 and so on. I do not want to go through all the other details. They know the important diseases which happen to strike down the Government servants. Why do you have one doctor drawn from the medical college, who does not even get time to use the stethoscope, even if he knows how to use it? Why not have a team of doctors and have joint consultation as we find in other countries? I had an opportunity to see the advantage of such consultations in China. There the allopathic doctor alone does not sit and examine. I do not want the hon. Minister immediately to switch over and make arrangements by which

there will be a joint effort by the practitioners of various systems of medicine to find out relief. But we know that in this age of specialisation, a chest specialist can certainly diagnose a disease of the chest in a much quicker time than an ordinary general practitioner. Knowing as we do the important diseases, why can we not have a team of doctors in each clinic? You may reduce the number of clinics, but give better service from each clinic. Why is it not possible for us to make such an arrangement?

I would suggest that when we are thinking of filling up a lacuna in the existing arrangement, Government should not wait any longer to provide ample facilities. It is idle to say that there is no hospital accommodation. Most of these diseases, it may be contended, have been contracted by Government servants while in course of their duty. We know that we are not providing ideal conditions for Government servants to work. You go to the Old Delhi offices and you find that there is hardly room for five clerks to sit, but there are 25 of them there. There is no ventilation at all. These are being changed, I know, but partly Government would have been responsible for these poor-paid employees getting all these diseases. Why do not you have some mercy for them?

I find that the CHSS does not provide for free treatment for anybody except the father, mother and the children of the particular officer who is a member. Why don't you extend it to the brothers and sisters dependent on that particular officer? Why should you draw a distinction? The father may be an income-earner, or, when the father is alive, the mother may have some advantages from the father. Why don't you have the same consideration for the brother or sister, who is dependent on him? Why should you have such rigidity?

Then, Sir, I want the hon. Minister to think of setting up a committee to examine the details of the working of this scheme. I do not for a moment

[Shri V. P. Nayar]

say that this scheme should be scrapped here and now. Not at all; we must all sit together and find out ways and means of improving the scheme and making it possible for Government servants to have complete reliance on this scheme for relief from their various ailments. That can be done and must be done, provided the Government have the large-heartedness towards their employees and provide the Government employees with a better treatment when they cannot afford treatment from the private practitioners, on account of Government's own faults. I do not say it is the fault of the private practitioners that they charge Rs. 16 or Rs. 17, nor is it the fault of the pharmaceutical dealers alone which accounts for such exorbitant and fantastic price of the drugs. These are partly due to the Government. They should realise this and Government should have the large-heartedness to come and tell their employees, "Look here; we shall subsidise the scheme to that extent by which all employees who are members shall pay little contributions which they can afford in getting the best service". All that I want my hon. friend to do is this. I am not referring him to the Encyclopaedia Britannica on this. This is a very very human problem, we know. I want him to sympathetically consider the case of government servants, knowing him as I do as a man having sympathy and initiative. I want him not to produce reports like this with portraits, attractive though they are as portraits. We do not know who are the members of the committee. But in this report the only photographs which appear are not of those who suffer from ailments, not of the queues in the hospitals, not of the hungry people who do not have any bread, but well dressed gentlemen who sit in the advisory committee. So far so good. But this attitude must change. The hon. Minister must come forward and tell us that he is prepared to do his best for promoting this scheme and making

it serve the cause for which we are having this scheme.

Shri Karmarkar: How much time do you propose to give me?

Mr. Chairman: This Bill was taken up only at half past four and the subject is very important.

Shri Karmarkar: I do not mind its being extended to tomorrow.

Mr. Chairman: It is already quarter past five and the House has to adjourn at half past five. Another gentleman can take part in the debate, if he likes.

Shri Karmarkar: Not that I mind more hon. Members taking part in the discussion, because it will be more educative. But unless you are prepared to extend this debate to tomorrow....

Mr. Chairman: How can it be extended to tomorrow? It will be continued on some non-official day. The subject is very important, I shall take the sense of the House. May I know the sense of the House?

Several Hon. Members: Yes, it may be extended.

Mr. Chairman: The sense of the House is that the debate should be extended by another two hours.

Shri Karmarkar: We welcome it, because it give us an opportunity to study the subject. I am in entire agreement with it.

Shri Shree Narayan Das (Darbhanga): Only one hour has been allotted to this Bill.

Mr. Chairman: One hour was allotted to this Bill and that is about to be over. I find that the House has taken much interest in this Bill, and therefore, I have taken the sense of the House to extend the time. The sense of the House is that it should be extended by two hours. It is hereby ordered to be extended by two hours. Does the House wish to adjourn now?

Shri Karmarkar: We may adjourn at half past five.

Shri D. C. Sharma (Gurdaspur): I rise to support the Bill, the Central Government Servants (Option for Joining Contributory Health Service Scheme) Bill, brought by the hon. Member Shri Jhulan Sinha.

It is a very simple Bill and is in conformity with the law of democracy under which we are living. Democracy means freedom of choice between a number of courses open to us. When the people of India vote at the time of the general election, they have the freedom to vote for any party they like. In the same way the government servants should also have the freedom to opt for any scheme of health service which they want. It is very unfortunate that in our country, we talk too much about modern medicine. Modern medicine is a big thing and is also a very useful thing. But, my feeling is that we are paying greater respect to modern medicine than it is being done in any other country of Asia. For instance, we have our neighbouring country China. Anybody who studies the health services in China will find that there, a great deal of emphasis is placed on the Chinese system of medicine. Allopathy may be there; the other systems may be there. But, the basic system is the Chinese system or indigenous system. As we have our Unani and Ayurvedic systems, they have also their system. But, in our country, on account of our association, a very happy association of a very unhappy association, with the British Government, I think we have become wedded to this allopathic system.

The allopathic system has its advantages and also its disadvantages. How many persons are there in this country who can avail themselves of this allopathic system which is expensive? It has become a kind of a racket now, in the sense that you have a long chain of specialists. Any one who gets ill, has to go round all that chain of specialists. You go to one

doctor; he sends you to another; he sends you to a third doctor and so on and so forth. It is a very long chain of specialists, a long gamut of specialists, which anybody has to go round. I believe that this is not very good.

I remember, Bernard Shaw used to say that the modern system of medicine is a kind of quackery. I do not believe in that. I do not like that way of judging things. People who think that the modern system of medicine is perfect or that the Ayurvedic system or the Unani system is a quackery or that the allopathic system is a quackery are not doing justice to the systems. I have seen a certain hospital in Calcutta. It was run by a charitable society. It is a very big hospital. I saw a large number of patients there. It was, I think, an out-door hospital. That is the kind of hospital that India needs. That is the kind of hospital which should be promoted in all parts of India. One wing of this hospital was devoted to allopathic treatment; another wing to Unani treatment; a third wing to homeopathy; there was a wing for naturopathy. They told me that there were certain diseases which could not be cured by all these systems but could be cured by naturopathy. What I want to say is, to think that the Contributory Health Service Scheme can render the maximum assistance to the persons who subscribe to it only by being wedded to the allopathic system is not to do justice to those persons who want to avail themselves of this scheme.

My hon. friend Shri V. P. Nayyar has told you about the conditions that prevail in the hospitals which are run under the Contributory Health Service Scheme. I also have not heard good things about them. Of course, my hon. friend Shri V. P. Nayyar had more details to give. But, I must say that the reports which I have got from some of my friends and from some persons are not such as make me very appreciative of the scheme. But I do not want that the scheme should be scrapped. I want this scheme to continue. It should be improved, it

Servants (Option for
Joining Contributory
Health Service
Scheme) Bill

[Shri D. C. Sharma]

should be developed, it should become a big scheme instead of remaining a pilot scheme. I want all that, but I say that there are certain systems of medicine which are indigenous to this country and which should be encouraged.

I remember that when I feel very seriously ill after taking my M.A. examination, I went to the allopathic doctors. They did their best for me, but I can assure you that ultimately I was cured by a person, I do not want to name him, who was a practitioner of Ayurved. It does not mean that allopathy is not good because it did not cure me. But I say there may be some virtue in allopathy, there is also a great deal of virtue in Ayurved, there is also a great deal of virtue to be found in what you call the Unani system. Now, how can we give up those systems which are in conformity with the genius of our nation, with the temperament of our nation, with the system of living of our nation, with those traditions of living which we have been practising for generations? To ask them to give them up, I think, is something very, very difficult.

Of course, I know our Government treats Ayurved, Unani and the other systems like poor relations. I know that. Of course, they say to us: 'Well, we have got the Jamnagar Institute where you have plenty of scope for research.' I know all that, but I tell you that India requires at this time that we should bring these systems to the fore.

You take the case of these persons who pay eight annas a month towards this CHS scheme. Unfortunately, in this world we judge people by the amount of money that they command, by what they can give, and by the amount that they possess. Unfortunately. We are living in a world like that where materialistic values prevail. I cannot understand how

much of benefit these persons who pay eight annas only a month are going to get out of this scheme. Of course, if you pay Rs. 10 a month you get Rs. 10 worth of benefit. If you pay Rs. 5 you get Rs. 5 worth of benefit. But if you pay only eight annas a month you get only eight annas worth of benefit. But eight annas worth of benefit in Allopathy is very small whereas eight annas worth of benefit in Ayurved is something which cannot be ignored.

Shri Karmarkar: It might not be his argument, but I should like to make it clear that in our treatment—he may complain there is no Ayurved—eight annas contribution does not mean one-tenth of Rs. 8 contribution. The treatment is the same to everybody. Because a person pays only eight annas, he will not get 1/20 of the treatment which a man paying Rs. 10 gets.

Shri D. C. Sharma: I think it becomes you to say that, and it becomes me to say what I have said. You are an apologist for that scheme, and I being a common man know also the shortcomings of the scheme. It is good of you to say that and I will wish for the day when what you are saying is 100 per cent true. May God bless you. May God bless you bring about that state of affairs. But I was saying eight annas in Allopathy does not come to too much, but eight annas in Unani, Ayurved or Homeopathy comes too much.

Mr. Chairman: The hon. Member may resume on the next sitting for the Debate on this Bill.

17-30 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Saturday the 27th July, 1957.

DAILY DIGEST

[Friday, 26th July, 1957]

ORAL ANSWERS TO QUESTIONS—

S.Q. No	Subject	COLUMNS
367.	"Indian Information" and "Bharteeya Samachar".	5256—60
368	Television	5261—63
370	American Investment in India.	5263—65
371	Labourers in Andamns and Nicobar Islands.	5266
372	Import of Buses.	5267—68
373	National Industrial Development Corporation	5269—72
375	Brass, Bell-metal and Conch shell industries.	5272—73
376	Nuclear Power Plant	5274—77
377	Dock Workers (Regulation of Employment) Scheme.	5277
378	Cement supplies to Pakistan.	5277—78
379	Pakistani Nationals in India	5279—80
380	Bicycle industry.	5280—81
381	Rehabilitation of displaced persons in Tripura.	5282—83
382	Wagon Assembly Factory Visakhapatnam	5283
383	N.E.F.A.	5283—85
384	Ashoka Hotel	5285—87
385	Korea	5287—88
387	Evacuee Property Rules.	5288—89
388	Outlay for Rajasthan under Second Five Year Plan.	5289—90
389	Indian Purchase Departments abroad.	5290—91

WRITTEN ANSWERS TO QUESTIONS—

		5291—5321
369	Urban and Rural Housing	5291—92
374	Haj Pilgrims	5292
386	Relief camps for displaced persons	5292
	Minimum Wages	5293
391	House rent in Delhi.	5293
392	Sardarnagar Refugee Colony.	5293—94
393	Leather factories.	5294
394	Industrial housing	5294—95
395	Textile Institute, Washermanpet	5295
396	Employment Exchanges.	5295—96
397	Provident Fund Act.	5296
398	Second Plan Outlay for States.	5296—97
399	Nuclear Tests.	5297
400	State Trading in Cement	5297—98
401	Loans to Displaced Persons	5298
403	Indian Foreign Service	5298
404	Welfare Personnel	5299
405	Labour Officers.	5299—5300
406	National Small Industries Corporation	5300
407	Sindri Fertilizer Factory.	5300
408	Service Cadre of Economists and Statisticians.	5301

U.S.Q. No.

Subject

COLUMNS

265	Refugee Colonies in Delhi.	5301
266	Instructional Films	5301—02
267	Radio Stations	5302
268	National Sample Survey	5302—03
269	Ambar Charkha Programme	5303—04
270	Cloths for Displaced Persons	5304—05
271	Plantation Inquiry Commission	5305—06
272	Rice purchased for Displaced Persons	5306
273	Air Travel by V.I.Ps.	5306—07
274	Auctioned Evacuee Properties	5307—08
275	Evacuee buildings in Delhi.	5308
276	Planning Commission	5308—09
277	Industrial Co-operatives.	5309
279	Displaced persons in Delhi.	5309—10
280	Indians in Mauritius	5310
281	Slum Clearance	5310—11
282	Lockout in Mills	5311
283	Coal Mines Welfare Fund	5311
284	Committee on scripts.	5311—12
285	Shortage of fish in Tripura.	5312
286	Frontier Administrative Service.	5312—13
287	Per Carat output	5313
288	Government of India Press in Delhi.	5313—14
289	"Yojana"	5314
290	Accommodation to Government employees.	5314—15
291	Silk Industry.	5315—16
292	Cement Production.	5315—16
293	Director General of Supplies and Disposals.	5317
294	Documentary Films	5318
295	Refugees from East Pakistan	5318
296	Employment Exchanges.	5318
297	Khadi and Village Industries Commission	5319
298	Development of Cottage Industries in U. P.	5319—20
299	Export of Shellac	5320
300	Employees Provident Fund Organisation.	5320—21

CALLING ATTENTION TO MATTER OF URGENT PUBLIC IMPORTANCE

5321—22

Shri Tania called the attention of the Minister of Railways to the Tatanagar Train collision on the night of the 23rd July, 1957.

The Minister of Railways (Shri Jagjivan Ram) made a statement in regard thereto.

COLUMNS

BILL INTRODUCED

5322

The Foreign Exchange Regulation (Amendment) Bill was introduced.

DEMANDS FOR GRANTS 5326—5438

Further discussion on the Demands for Grants in respect of the Ministry of Education and Scientific Research concluded. The Demands were voted in full.

REPORT OF COMMITTEE ON PRIVATE MEMBERS' BILLS AND RESOLUTIONS ADOPTED

5441

Second Report was adopted

PRIVATE MEMBERS' BILLS INTRODUCED

5441—05

The following Bills were introduced:

- (1) Sadhus and Sanyasis (Registration) Bill by Shri Radha Raman.
- (2) Punishment for Molestation of Women, Bill by Shri Radha Raman.
- (3) Factories (Amendment) Bill (Amendment of sections 51, 54 and 59) by Shri V. P. Nayar.
- (4) National and Festival Paid Holidays Bill by Shri Kadiyan.
- (5) Code of Civil Procedure (Amendment) Bill (Amendment of section 60) by

COLUMNS

(6) Indian Arms (Amendment) Bill (Amendment of section 4) by Shri P. R. Patel.

(7) Code of Civil Procedure (Amendment) Bill (Omission of section 87B) (by Shri M. L. Dwivedi).

(8) Parliament Library Bill by Shri D. C. Sharma.

(9) Child Marriage Restraint (Amendment) Bill (Amendment of Section 12) by Shri D. C. Sharma.

(10) Prevention of Corruption (Amendment) Bill (Insertion of new section 8) by Shri Jhulan Sinha.

PRIVATE MEMBERS' BILL UNDER CONSIDERATION

5445—06

Shri Jhulan Sinha moved for the consideration of the Central Government Servants (Option for joining Contributory Health Service Scheme) Bill. The discussion was not concluded.

AGENDA FOR SATURDAY, 27TH JULY, 1957 —

Further discussion on the Demands for Grants in respect of the Ministry of Health. Consideration of the Demands for Grants in respect of the Ministry of Community Development.